

NOV 1972

TEACHING HOUSE

November

TEACHERS' Place in
ADMINISTRATION

by ALAN MENZIE

TEACHING MATURITY

by J. H. GUSLER

by J. H. GUSLER

TEACHING World Problems

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MODERN

TEACHING SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

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Editorial and Business Offices: 207 Fourth Avenue, New York, N.Y.

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The Clearing House

A journal for modern junior and senior high schools

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SEPTEMBER, 1939

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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SIGNIFICANT TRENDS . . .

Indicating the need of School Superintendents, High School Principals, and Counselors for **OCCUPATIONS**, the Vocational Guidance Magazine.

LAST FALL there was established in the United States Office of Education a division known as "The Occupational Information and Guidance Service." Each State now may organize a similar service with financial assistance through the George-Deen Act. Plans have been approved for eight states to date.

ON JULY 1 the United States Department of Labor established an "Occupational Outlook Service" that eventually should serve the schools, industry, and the worker, as the agricultural outlook service for many years has served agriculture and the farmer.

LAST MAY 27 there was completed a series of twelve Regional Conferences on Occupational Adjustment, sponsored in as many cities throughout the United States by the National Occupational Conference, in which approximately 300 public school superintendents and principals and more than 300 teachers and vocational counselors learned that one of their most important services to youth lies in adequate programs of occupational guidance, job training, and job placement.

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THE CLEARING HOUSE

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The Teachers' Place in ADMINISTRATION

By

WILLIAM L. MANZE

PARTICIPATION of teachers in the administrative and supervisory work of the school has been discussed at length for many years, and yet it is still a very shadowy phenomenon. This condition is caused by lack of application of its principles rather than by an inability to understand its meaning.

The administrative officers are responsible in part for its lack of application, since many of them are unwilling to surrender any authority when they delegate responsibilities to the teachers of their schools. Since maximum efficiency and speed in administrative work is demanded by school boards and the general public, the school head feels that he cannot risk criticism by adopting the less rapid methods accompanying teacher participation.

Teachers themselves have constituted one of the serious obstacles to their own successful participation. The first cry heard when

the principal attempts to democratize the control is that he is attempting to relieve himself of the trouble occasioned by the handling of many routine administrative and supervisory functions. It must be admitted that in many cases this view is entirely correct, for an insincere delegation of work without real authority can be detected very often. The teacher who is expected to cooperate will only respond to the extent that he understands and shares the aims of the entire group involved. Many fine classroom teachers are simply not interested in administrative operations, while others, although quite willing, are poorly equipped professionally and temperamentally to carry on any administrative functions.

Basically, participation is an attitude of mind more than it is concrete completion of specific tasks. It is based on the idea that collective thinking is better than individual thought. Unless this is accepted, it can never be a success.

The theoretical consideration of teacher participation gives rise to an elaborate listing of areas in which application might easily be made. Teachers and administrators have agreed upon many of the points which will be discussed. However, agreement upon these items has not caused any great amount of utilization for very many.

Opportunities for participation which are

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EDITOR'S NOTE: *The author writes from experience as well as observation on the present status of teacher participation in administration. His experience was gained in the Regional High School, Springfield, New Jersey, where he is head of the science department. The teacher-participation program of that school is discussed toward the end of this article.*

not too far afield from classroom teaching can be found in committee work on the revision of curriculums. In the same category might be placed the carrying out of testing programs, the selection of texts, and the designing of the report card. A very fertile area closely allied to regular teaching takes in guidance, formulation of rating schemes, and making contact with parents. Disciplinary control in study halls and library is an oft-delegated function related to administrative work.

There are other fields for teacher participation which touch more closely on the real administrative and supervisory functions of the school head. The checking of attendance and the supervision of registers is usually allotted to a teacher or a vice-principal. Hall management, so necessary for good morale in a school, is often given, as is control of detention rooms. The care and distribution of supplies and textbooks is one very common administrative delegation. Of late, the care of the school's minor financial accounts has been handed over to a teacher of accounting.

Formation of a school council for policy making represents a final touch in the elimination of autocratic school control. When a group of this type, representing all elements in the school, actively engages in the discussion—and administering—of questions involving ethics, salary schedules, tenure, leaves of absence, and teaching load, the ultimate has been reached. If a school system is really democratic, a council of this type will be present and its edicts put into operation by the administrative officers and the Board of Education.

The desirable outcomes of real teacher participation are legion. Such participation promotes mutual confidence among the staff members and fosters initiative. Teacher morale is raised, and teacher efficiency definitely increased. A broader understanding of the operation of the school and loss of "the cog in the wheel" feeling is noticed. Mistakes in policy are avoided by the pool-

ing of experiences in similar situations. Participation in administration adds to the dignity of one's position and instills a feeling of living in a real democracy. With this feeling teachers are better able to accurately interpret the schools to all members of the community.

After finding so many opportunities for, and advantages in, active teacher participation in administration, it is disheartening indeed to contemplate the practical field situation. The same farce often found in student participation in school control is evident here.

Teachers, in delegating responsibilities and authority to students, very often allow them to participate in any activity which is relatively unimportant. Clean-up squad, courtesy week, and student aid are representative of these high sounding but empty honors. Should these students merely suggest that they have any right to have a voice in determining athletic policy, the length of the school day, arbitration of teacher-pupil differences, and the marking system, the teachers throw up their hands in horror. The exact counterpart is found in teacher-administrator cooperation. The "dangerous" areas are not included in the teacher participation offerings.

What are these dangerous areas? They are mainly the amount and the type of supervision, working load, salary schedule, tenure of office, and leaves of absence. In only a very few cities are these regular areas in which teachers may have a voice. In brief, it is usually true that those things which concern a teacher vitally are not to concern him while he participates in administration.

Teacher participation at present is limited mainly to the offering of suggestions and criticism by minority groups, with the final decisions being made by the administrator. He still rests securely in his autocratic swivel chair.

Greatest participation takes place in setting the policies and the practices of the

classroom and in subject matter functions. The control and supervision of students ranks next. These represent very small gains, since they have been long recognized as functions of the classroom teacher.

Until administrators actively attempt to teach boards of education and the people of the community that real democracy is as necessary in school as out, we can never honestly and efficiently instill the desire for democracy in our students. This type of democracy involves representation of all concerned, with authority for those who are held responsible for the successful functioning of the school's activities.

The Regional High School at Springfield has in operation a system of teacher participation. Although it falls short of the optimum arrangement, it possesses many fine points which are worthy of comment. The principal, Mr. Warren W. Halsey, is making every attempt to secure the active interest and participation of each faculty member.

The School Cabinet, composed of six department heads and the guidance director, works with the principal in deciding policy on every conceivable angle of school affairs (except salaries, etc.) which requires consideration. The Cabinet brings teacher reaction to the discussion and carries back the results of their work. Perhaps a detailed list of the areas in which participation is possible would be helpful.

1. Departmental meetings—department

policy, curriculums, texts, supplies, instruction

2. Homeroom teachers' discussion group
3. Guidance Council—seven members
4. Faculty meetings and seminars
5. Attendance checking and registers
6. Supply orders and distribution
7. Selection and handling of texts
8. School accounts
9. Cooperative supervision
10. Disciplinary control
11. Assembly planning
12. Opportunities to suggest program changes
13. Participation in scheduling
14. Keeping of permanent records

There is evident in Regional, as in all schools, the tendency of a few teachers to avoid participation, since it implies additional work. There is little doubt that these are the less capable, less interested teachers to whom teaching represents only the source of their pay checks.

The idea of teacher participation is known. The areas in which it can function have been exposed. Nevertheless, we have a long road to travel before we overcome the tradition that "the king can do no wrong". Let us hope that when the time comes for us to take over the administrative chair, we remember that some divine power has not suddenly endowed us with the ability to settle all school problems in the depths of our solitary sanctum.



Let's Face the Issues!

Unemployment, surpluses, foreign trade, social security, housing, money and credit, wages and hours, conservation of natural resources, taxation and purchasing power—these are fundamental matters requiring the constant attention of the schools and colleges. . . . Something definite can be done about this problem of free examination of the controversial. The great national organization in this Congress, representing as they do the majority voice in the communities of America, can guarantee to the schools and colleges the public confidence they need in order to educate for democracy. Local units

of these organizations can repudiate attempts of individuals and minority or even some majority groups to high-pressure the teaching profession into silence and to intimidate with the threat of budget cuts. They can parallel this national Congress with hundreds of local Councils for Democracy determined to take a continuing interest in the educational institutions, and to encourage them to come to grips with modern problems.—JOHN W. STUDEBAKER, U. S. Commissioner of Education, speaking at Congress on Education for Democracy, New York City, August 15-17.

TEACHERS *with* FRESH VIEWPOINTS

By CHARLES BLAKE CLARK

GIVE US teachers with fresh viewpoints, new ideas, with the courage to think for themselves!" This cry, sounded by school administrators and echoed by parents and students is heard repeatedly throughout our land. Is there no hope? Is that particular class of people extinct?

Possibly not. Recently there were evidences brought to light which indicate that the class not only is existent, but also is flourishing, and is even clamoring to be admitted to the teaching profession! Thus far the evidence is more indicative than conclusive. But what a great day if they have really been rediscovered!

We really haven't seen them, but we have seen where they have been. Their inky footprints were right where you would not look until the last—on the State teacher's exam! We collected specimen after specimen and evidence after evidence until the likelihood of error is so small that evidence is herein presented.

". . . with the courage to think for themselves!" Listen to these ringing answers and marvel at the timbre of their truth.



EDITOR'S NOTE: *The numerous devil-may-care answers to a Florida State examination for teachers were collected with avid appreciation by the author, who served on the grading committee. He presents the cream of those answers verbatim, in all their pristine courageousness or naïveté (as the case may be) in this article. Mr. Clark is a critic teacher in the Demonstration School of the Florida State College for Women, Tallahassee, Florida.*

Question: "What is in the Preamble to the Constitution of the U.S.?" Answer: "You know, as many times as I've heard that blamed thing, and have read it myself, the only words I remember are 'God Almighty'." Such unabashed straightforwardness and truthfulness! And would you have a teacher who does not fail to seize an opportunity to blast the present government? Question: "Define recreation." Answer: "Recreation means to rest, or, of late, pertains to certain federal agencies." Surely there could be no fear of political recriminations in such a mind.

Ideas on political questions were expressed with a "devil-may-care" and "don't-spare-the-horses" attitude. Such blistering and blighting cauterization as the following fell: Question: "Define democracy." Answer: "That form of government which may be, and at present is, used for selecting people for a certain political party."

And with no effort at all to curb his pen another lashed: "A democracy is a government in which the people have no voice, such as the government in the United States now." Could it be that she was unaware that the grading committee were all good Democrats? No! She knew and cared not! And to carry on the offense, another thundered, "A democracy is a form of government under which the people are ruled." . . . and is there a touch of sarcasm here? ". . . and there is also a type of democracy known as a pure one." Then one dauntless soul blasted all foreign governments with this burst, "A democracy is the best form of government for civilized people." (Foreign newspapers please copy.)

Still on the subject of government, was the person who wrote the following answer confused or is this thinly veiled sarcasm again? "The State should take care of the insane and feeble-minded, for some of them helped the United States in gaining independence, and most of them have held office in their younger days." Obviously as the agencies of government increase we must provide for a different type of social insurance for those brain-straining individuals.

And the influence of the present social, economic, and governmental system is seen reflected in the following answer. Question: "Fill in the blanks with the proper auxiliary verbs to complete the definition: _____ indicates ability, _____ indicates possibility, _____ indicates necessity." Who but one who has really felt the strain of recent months would reply: "Wisdom indicates ability, working indicates possibility, and begging expresses necessity"? So say we all.

If the so-called recession continues for many years longer the applicant who wrote this will be truly prophetic, "Indictment is the act of finding one worthy of imprisonment." Do you have your prison selected yet?

Question: "Define franchise." Answer: "It is to pay someone to change his ideas and take yours as best." And after all, is there not more than a grain of truth there? Another applicant showed nothing but originality in replying to the same question that "Franchise means French money".

Originality is a much sought after and rare quality, to be sure. The following evidences indicate that potent sources are lying untapped. Question: "Distinguish between the center and the middle." Answer: "The center is equally distant from all sides, and the middle is the space around the center." Of course! And as simple as that! And notice how this person is the complete master of words, bending them to her own will, "Recreation is the free use of exercise, motional or emotional."

With the new emphasis on the teaching of reading, this applicant is ahead of her time with her idea of procedure. Question: "How would you go about improving a child's reading?" Answer: "To improve reading, give breathing exercises before they start, and every time they pause." Now, if a teacher is willing to work in even the breath pauses of readers, how can she fail? But another applicant spoke from the rock bottom of fundamental method, "The way to improve reading is to hold up your head, open your mouth wide, and get started." Another oracles, "You should learn him to read more faster than stopping at every word." Do you like the picturesque language? Then have this teacher for your child, "Students should acquire the habit of reading a whole sentence and not jerk a sentence apart by pronouncing each word separately."

A common complaint against present teachers is that they lack ability to make practical application of the subject matter they teach. Listen to the wisdom of those outside the door of the teaching profession: "The center is the middle of something—like a fried egg between two slices of bread." And "The five materials necessary for manufacturing are: coal, iron, oil, wood, and watermelons" was a real Southern negro's answer.

The following diamonds in the rough are selected at random: "A notary public is a person who has studied law and so is able to make any statement of value just by his signature." "The purpose of our government is to prepare for war and desire peace." "Relaxation is the adjournment of gatherings where people meet." (Such as teachers' conventions maybe?) "Phonics should never be taught in the school, 'cause if the child ever found out there was anything phonic about the teacher, he would lose his respect for her." "Recreation is rest." . . . At least that one would make an understanding wife for the tired business man. "The duty of the Comptroller is to collect and dis-

solve the State finances." And now you know who does it.

These two answers show a total disregard for the tender feelings of those concerned: "The three institutions for the handicapped people are the insane asylum at Cattahoochee, the home for the deaf, dumb, and blind, in St. Augustine, and the University of Florida, in Gainesville." (That at least places the burden of proof.) "A man

of Ethiopia went the other day when they had a League of Nations meeting to pay Ethiopia's dues, but they had to turn him down, because Italy claims Ethiopia at present."

These are not all of the evidences available, but they should be enough to raise a reasonable doubt that that supposedly extinct species of teacher is really gone from the earth.



Removing the "H" from Halloween at Cullison High School

By MINTER E. BROWN

"Presented to the 'C Letter Club' and boys of Cullison High School in recognition of an original idea in good citizenship."

On my desk there is a small bronze trophy bearing the foregoing inscription; not very large and not very beautiful, but it symbolizes one of the most concrete examples of desirable pupil outcomes we have had in our rural high school in a long time.

Perhaps the Greeks did not have a word for it, but Sherman adequately described the typical small-town Halloween celebration. Our town was no exception. Everyone woke up in the morning after a restless night with a bad taste in his mouth. Machinery-blocked streets, property damage, irate property owners, threats of vengeance, a special meeting of the city council, ill-feeling between citizens and future citizens, all made the day after Halloween one to which we looked forward with a mental shiver.

A rather fine school spirit usually saved the school plant from depredations, but the school did not wholly escape as most of the pranksters were members of the student body.

Among our clubs we have a "C Letter Club", an organization of boys who have earned letters in sports and who often have too little constructive work to keep them busy. It was rumored that a large part of the "machinery-movers' and out-door-plumbing wreckers' union" was recruited from this group.

A week or so before Halloween someone had an



EDITOR'S NOTE: *The author of this timely item is superintendent of schools in Cullison, Kansas.*

idea. "Wouldn't it be just as much fun for the gang to patrol the town and protect it from the depredations of boys from the neighboring villages who sometimes came to help with the sport?" A few key boys were indoctrinated, the "C Letter Club" met and discussed the idea, and a committee called on the mayor and the city council to ask their approval of the project. Needless to say, it was given.

The Club invited all the high-school boys to join the patrol. It also warned all who did not want to help that the old order had changed, that deviations from the straight and narrow path would bring pain to posterior portions of the anatomy.

At the request of the boys a deputy sheriff was assigned to give authority to their acts. The boys were not under his orders; if anything, he was to take orders from them. The gang was on its own.

That Halloween night we adults remained at home and tried to sleep. The muffled thump of feet was heard in alleys. Cars moved up and down the street. An occasional chorus of yells indicated the gang was busy. But the customary crash, rattle and rumble were absent, and when morning came the town was externally as calm and orderly as the evening before. But what a difference in feeling! Parents were so proud of their youngsters (and other people's) that they walked with a strut. The C Letter Club was the talk of the town, while the country daily and the Sunday edition of a city paper gave it headlines.

That was four years ago. In the meantime other towns in the neighborhood have appropriated the idea with fine success. We school folk feel that for once a little of our citizenship "teaching" has "taken".

THE MONKEY RETIRES

Could Principal Quidnunkis ever be replaced?

By JAIRUS J. DEISENROTH

YES, he is gone. The big banquet is nothing but scraps of food and a few, very few, cigarette butts. The citizens universally speak of his leaving with profound regret.

Too bad, they are saying, that we will be forced to send a thousand or more children through public school without the extraordinary ministrations of old J. P. Quidnunkis, principal of the Rio High School for these forty-odd years. A grand old man, Quidnunkis, served long his school and the community, and now, when Rio can least spare good men, he decides upon a life of fishing and educational writing.

For forty years old J. P., as he was called by the boys at the Votary Club, was a man of action and of expression. His voice had been heard in the councils of the community from the days when Old Home Week was the big event to the present, when the community was erecting its big Rio Citizens Hall (with Federal aid). He was a power, was J. P., and many who originally laughed at his peculiar monicker were now ready to erase the name Rio from the high-school doorway and to place there instead the noble name of Quidnunkis, as a memorial to him.

To give the old gentleman his due, he had been a pretty decent schoolman and had had quite an influence upon lots and lots of

Rio folk. His presence graced community and even state functions, like the Schoolmasters Club and the Chevrolet Dealers Convention, where his famous talk "Don't Sell Out Our Youth" was a favorite feature. He carved out for himself a real niche in the affections of the go-getters of Rio.

But to a few people, a minority as always, he was not irreplaceable. And there lies the moral of our story. The majority had made of lovely old J. P. Quidnunkis a saint and paragon, when in reality he is just an ordinary fellow whose lot was cast in more or less public places. People tend to overlook the facts. Behind every irreplaceable man lies a trail of triumphs and of errors, too, some of which latter will take years to repair.

Let us look at J. P.'s record in the light of what his fellow citizens found when they got over their crying and weeping, when they discovered that the high-school bell sounded no differently when he had gone, and when they learned that A. Q. Joneson, his successor, knew how to tilt back in old J. P.'s favorite office chair.

The guidance situation in the high school was a mess. No one seemed to know what guidance was; J. P. had thought that it had something to do with choice of occupations.

Athletics were governed in part by the school, in part by a semi-official band of downtown coaches. The regular school coaches kept a weather eye upon the boys down in the drug and cigar stores.

The school library had degenerated into a place where you went to sneak a look at your sweetheart, or at most where you took a quick look at the few standard references that reposed upon the shelves.

EDITOR'S NOTE: "This story," reports the author, "is suggested by the fable of Quidnunkis, the monkey, and is written in memory of many who otherwise will be forgotten when school begins in September." Mr. Deisenroth is principal of the Bennett Junior High School, Piqua, Ohio.

The teachers' meetings were so infrequent and so devoid of inspiration that the mere mention of one brought forth a mixture of sighs, wails and choice curses from those given to these various expressions.

Supervision became a quaint idea, used only in annual reports. A fine radio and sound system had become all important in the making of announcements; indeed, old J. P. had discovered that the room pick-up on the radio was even superior to the old-fashioned keyhole listening.

All of the recognized school activities such as clubs, publications and assemblies had become annoying tasks that must be done by teachers and that had to be borne by the pupils.

This is only a fragmentary report of the first findings made by Dr. Joneson upon his arrival. One more important feature came to his attention very soon. Seven of the faculty men, including the coach, had applied for the position of principal, and at least four of these were now openly worried because of their feeling that Joneson was not the type to succeed at Rio.

To do justice to old J. P. it must be said that he had done his best. His best brought many to feel that it would be years before the city would recover from the shock of his retirement. Many of the men who had counted upon J. P. to use his school to further their interests had a sincere feeling of loss: no one could take his place.

No matter that Quidnunkis had not often read his professional literature, which he received regularly, and which looked so impressive as it lay upon his desk in neat piles. No matter that J. P.'s last term at any professional school had been that last year the school board gave a bonus for summer-school attendance.

No matter that boys and girls emerged from the high school with only a faint idea of civic ideals, or ethical concepts, of making change and of buying consumer goods.

No sir, J. P.'s loss was a real, genuine loss. But the whole school system buckled

down to work with a courage that would not be denied. They would support this new man, Joneson, because somebody had to do something to fill the gap, and Joneson had been selected, so Joneson it must be.

Dr. Albert Joneson, younger, better trained, open-minded, willing to use every ounce of his own as well as others' talents, courageous in his beliefs, anxious to put the children's welfare above his own, dug in.

What did the digging bring? First of all, here was young Griggs, who had spent three summers studying modern guidance, and who needed only a word to start an analysis of the needs of Rio boys and girls. The recommendations made by his committee were a revelation to the citizens.

Upon a brief word to the football coach, said coach, E. Rugger Smithson, gave up his pep talks about character training, and agreed to make a serious application of its principles in his classroom and coaching.

The librarian, Miss Ethelyne Waivers, a timid, brown-mouse type of woman, suddenly discovered that the library was hers, and that she could spend money on it.

The first teachers' meeting opened not with prayer, though that might have been an idea, but with iced tea. Dr. Joneson was able to enroll and enlist the interest of every teacher in his plan to make every faculty member a contributor to the growth and development of the school.

Many other things happened, of which we could speak, but the writing of which would take many words. Let us conclude with this thought. Dr. Joneson has it in him to become a genuine leader, appreciated by the community, loved by his fellow-workers. He could become another J. P. Quidnunkis, too, but we think he won't.

Quidnunkis, you know, was the monkey whose departure caused all the other monkeys to weep and wail. But they soon forgot him in the rush of affairs.

Perhaps we should forget the idea of "blessed memory" and hold to the ideal of building soundly for our successors.

PRACTICAL Curriculum BUILDING

How 2 new Long Beach courses were developed

By C. H. WOODRUFF

IN THE Long Beach schools curriculum making is a purely developmental process. Everyone from the superintendent to the newest probationary teacher may have some part in the work.

The organization for carrying out the many tasks involved consists of a General Curriculum Committee, six Division Committees, and such subcommittees as are necessary to write desired courses of study.

The General Committee on the Curriculum is composed of the superintendent of schools, who is chairman; the coordinator of curriculum and child welfare, vice-chairman and secretary; and the following members: Directors of elementary, secondary, and adult schools; supervisors of senior high schools, junior high schools, intermediate grades, kindergarten-primary grades, educational research, guidance, and special fields; the president of each of the following clubs—Principals' Club, Elementary Principals' Club, Junior-High-School Principals' Club, Senior-High-School Principals' Club, and City Teachers' Club; the princi-

pals of junior college and adult schools; and two teachers each to represent primary grades, intermediate grades, junior high schools, senior high schools, junior college and adult schools.

The committee is a planning and review committee.

The six Division Committees are those for (1) kindergarten and grades 1, 2, and 3, (2) grades 4, 5, and 6, (3) junior high schools, (4) senior high schools, (5) junior college, and (6) adult schools.

Heading each Division Committee is a general supervisor, or in the case of the junior college, the principal of the division, and in the adult schools, the Director. Membership consists of principals and teachers in equal numbers. The committees range in size from eight to thirteen members.

The functions of each of the Division Committees are:

1. To submit proposals on curriculum development to the General Committee, and to put into effect those proposals that are approved.
2. To seek, receive, and consider suggestions from teachers and others on curriculum development.
3. To give direction to study by teachers and others on the curriculum.
4. To arrange for division and group meetings where curriculum problems are discussed.
5. To coordinate the curriculum work of individuals and groups within the division.
6. To study coordination of the curriculum with other divisions.
7. To organize subcommittees or groups within the division that will be responsible for (a) production, (b) tryout, and (c) evaluation of curriculum or course of study materials. (This should not be thought of as opposed to the creative work of individual teachers but as complementary to it.)
8. To review and approve or disapprove the proposals of subcommittees.

EDITOR'S NOTE: *Not every school system has the extensive curriculum-building facilities of the Long Beach, California, Public Schools, where the author is supervisor of secondary education. But every school system has the same basic elements, and can proceed on its own scale. Following an explanation of the Long Beach curriculum-improvement organization, Mr. Woodruff tells how two new high-school courses—"Science of the Out-of-Doors" and "Personality Development"—were launched.*

Within the framework of each of the Division Committees are to be found subcommittees appointed by the division chairman. These subcommittees do the actual developmental work in the preparation of the courses of study. At the monthly meetings of the Division Committees these subcommittees make progress reports and problems which have arisen are thoroughly discussed and recommendations made for further development of the work.

When the subcommittee has completed its work in conjunction with the members of the Division Committee, the chairman of the Division Committee submits the completed course to the General Committee for further consideration. After at least one month's study by the members of the General Committee, the course is either approved, rejected, or returned to the Division Committee for modification.

At the same time that this organization is administering the work of curriculum building, any teacher or school may be initiating plans which might later emerge in a course of study. The resultant of the two forces is a course of study which tends to meet the needs and interests of those actively at work in the classroom—that is, both teachers and pupils.

The efficiency of this plan can best be shown by tracing the development of a new elective course in general science designed for pupils of the ninth grade.

Over some two or three years one of the junior-high-school teachers striving to meet the needs and interests of her pupils developed a course which she called "The Science of the Out-of-Doors". Throughout the period of experimental development in the classroom the course proved increasingly popular. At several of the meetings of the teachers of general science in the eight junior high schools of the city, the course was described by the teacher and discussed by the group. Out of these discussions arose a determination on the part of the teachers to recommend to the Divi-

sion Committee of the Junior High Schools the development of the course "The Science of the Out-of-Doors" as an accepted course for all junior high schools.

The group made its desires known to the chairman of the Junior High School Division Committee. He in turn presented the idea to the Division Committee, where it was unanimously approved. From their own number the general science teachers then selected two persons to write the course of study. One of the two was, of course, the teacher who had developed the course in her own classroom.

These two teachers were given leave of absence from their classrooms, at their own request for half days only, over a period of six weeks. They wished to remain within the classroom and keep in close touch with student opinions and ideas as they wrote, and by this plan achieved their desires.

At the end of the six-week period they had completed a course which they were willing to recommend to the Division Committee. The Division Committee accepted the result of their labors and passed the course on to the General Committee for approval. There approved, the course went to the Coordinator of Curriculums for editing and publication.

The new course of study "Science of the Out-of-Doors" is a striking departure from the usual type of course to be found, and is very unlike most texts, in general science. It is designed to teach science, as the title indicates, in close contact with the out-of-doors. The emphasis is as much upon nature study as it is upon general science. Units dealing with various phases of the biological sciences predominate, a strong departure from the over-emphasis upon the physical sciences found in general science for so many years.

The course consists of fourteen units which may be given in any order that the teacher believes is best suited to a particular group of children. There is no compulsion to offer all of the units within a

single year. Teachers are given freedom to linger over a unit as long as they think rich learning experiences are continuing. Children are given choices in a selection of units which will be followed during any one particular year. The units are:

- Aids to Enjoyment of the Out-of-Doors
- Amphibians and Reptiles
- Conservation of Natural Resources
- Creatures of the Shore Line
- Feathered Aviators
- Flowers of the Forests and Fields
- Friendly Forests
- Interesting Neighbors (Insects)
- Into Space with the Astronomer
- Making Better Pictures (Photography)
- Nature Exploration in California
- Our National Parks
- Our Restless Earth
- The Improvement of Life

Each unit opens with a careful development of the aims of that unit. Then follow an Overview and Preview for the development of understanding on the part of those about to study the unit. The body of each of the units is presented in three columns: the first column, an Outline of the Content; the second column, Suggested Procedures and Activities for the Development of the Unit; and the third column, References and Aids.

Under the Suggested Procedures and Activities are these predominant headings: Discussion, Field Work, Library Periods, Maps and Charts, Handbook Study, Guest Speakers, Records, and the like. "References and Aids" include periodicals, pamphlets, books, mounts and pictures, glass slides, moving pictures, specimens, materials and supplies for both field and laboratory. For each unit there are references to at least one-half dozen textbooks, twelve or fifteen reference books, a large number of government and organization publications, and periodicals. Children who develop one of these units are offered a very extensive reading course.

As this new course is taught during the coming year, the supervisor and the

teachers offering the course will carefully study each unit for any defects which may appear. The course is issued in mimeographed form and will be subjected to revision as faults or weaknesses are discovered. The entire first year during which the course is used in the classroom is considered an installation period. It is hoped that such a new course will serve its purpose for a period of not less than five years. However, at any time during this period of five years, as revisions seem to be needed they are made.

In like manner other courses are developed in each of the Division Committees. For instance, during the 1937-1938 school year teachers in one of the senior high schools found that a large number of girls urgently felt the need of a course in personality development. The members of the Division Committee involved felt that the department of homemaking might well be interested in the development of the course. Therefore, the supervisor of this special field was called into consultation by the chairman of the Division Committee. They in turn consulted with the members of the homemaking department, and following numerous conferences a teacher was chosen to develop the course experimentally throughout the 1938-1939 term.

During this trial year the course has been highly popular. Girls have flooded the department with requests for entry into the course. Many times the number who could be conveniently accommodated have been on the waiting list throughout the year. Like the course in "The Science of the Out-of-Doors" on the ninth-grade level, this course in "Personality for Girls" on the twelfth-grade level has grown increasingly popular with each month it has been offered. It is anticipated that during the current school year the number of periods in which the course is offered must be expanded to meet the overwhelming demand of those who wish to elect it.

Perfectured by actual classroom use over

whatever period seems necessary, this course, too, will be written by classroom teachers released from teaching for that purpose, presented to the Division Committee for study and recommendations, and finally, after it is completed, sent to the General Committee for review. If there accepted, it, too, will be sent to the Coordinator of Curriculums for editing and publication and adoption in all of the senior high schools of Long Beach.

The processes which have been described herein, as can be seen, insure participation on the part of the teachers, principals, supervisors, directors, and the superintendent himself. The plan is flexible enough that experimentation is encouraged and

new thinking is inevitably brought about, while at the same time a careful review by many groups of all that is done insures that the final product, in the form of a course of study, shall have stability, correctness, and genuine worth.

Flowing both from the classroom and from the office of the superintendent, the ideas that are engendered throughout the school are coalesced into forms that meet the needs and interests of children and at the same time are educationally sound. The plan makes for enthusiasm on the part of all members of the line and staff and creates an esprit de corps throughout the school system to an extent that no other plan could.



Recently They Said:

Our Failure on Speech

Today in the United States alone there are at least 9,000,000 people whose personalities have been or will be limited by their failure to develop flexible, socially acceptable speech. . . . The techniques of speech correction are now able to make possible good speech in most children above the level of idiocy or without an absolute paralysis of the vocal mechanism. Why can't we begin to do it?—ANN SEWELL in *The Texas Outlook*.

Cheating the Slow Readers

The books that are being supplied for the slow reader are uniformly in the fields of adventure, and romance (sometimes extraordinarily shoddy). This is the path of least resistance and many are taking it uncritically. While our other groups are being trained to think clearly, to feel deeply and sensitively, to relive those great literary experiences which are the right of every human being, the slow reader is having his imaginative and intellectual growth stunted by being fed, term in and term out, on the sort of pap which is just one step removed from *Doc Savage*, *Western Stories*, *Amazing Stories*, *G-Men Stories*, and other similar literary opiates.—A. H. LASS in *High Points*.

Starry-Eyed

Secondary education in America with its semi-democracy is . . . cumbersome, starry-eyed in ideals, and heavy of foot. It suffers peculiarly from severe chronic social lag, the ball and chain of all social institutions. It is an apt example of the epigram of Bertrand Russell, who said, "Education is always driving the tacks where the carpet used to be."—HARL R. DOUGLASS in *California Journal of Secondary Education*.

Why Charge Admission?

It would be ridiculous to charge an interested citizen a fee to visit the school, and it is likewise absurd to charge a citizen a fee to watch the school athletic teams perform. If the athletic program has a contribution to general education, it should be free to the public the same as the classroom, and it should be financed the same as the other departments of the school. Why should an athletic department finance its own program? Whether it be a good or bad athletic financial set-up, it seems that no one department of a school program should be isolated to finance itself.—HOWARD G. RICHARDSON in *School Activities*.

Emotional MATURITY

for Teachers

By
MARGARET T. CUSSLER

IT is a curious time. It is an age when moist-eyed millions spend whole evenings titillated by the tears and dimples of a seven-year-old. It is an era of tragedy in technicolor, and of eternal Bank Night, when Bingo is forever being called.

We pluck at the skirts of the advertisers until they tell us another story. In women's styles "enfantillage" is all the rage. In our time a President chats; dictators are chid; war games are played; nursery rhymes are revived. Our eyes are blue and innocent; our lips are forever quivering, for adult life is too much for us and we have gone back to our childhood.

Teachers, either because of inclination or circumstances, are peculiarly liable to the dangers in this preoccupation with immaturity. Like other average Americans their recreations are those which the authors of *Middletown in Transition*¹ deplore but find to be very important in modern

life: attending the movies, automobile riding, light reading, participating in sports, dancing, perhaps bridge—"that unparalleled device for an urban world that wants to avoid issues". Yet in addition to these leisure hours when seeking to escape may perhaps be excusable, the teacher, by the very nature of the work, is likely to become childlike in his profession also. The ancient accusation that he is not as other men are seems, alas, too true.

Here, then, are 1,052,615² perpetual adolescents, with seven girls engaged in teaching, to every boy—most of them between 25 and 45 years old, according to their car licenses.

Once when each was in his teens, he discovered a place where the temperature was warmer than the world outside, for the schoolroom, at least, is always at seventy degrees. There life was neatly diagrammed on the blackboard. If there were heroes for him to worship, there were also satellites to revolve about him. Accomplishment was clearly labeled "A" or "92". What could be cozier than spending one's time amassing knowledge and perhaps discussing how one ought to live when the time should come for applying all these facts? But each knew in his heart that the time would never come, that this strong cellophane protected him effectively from outer contamination.

Why do the best of the 1,052,615, those who aren't merely fulfilling a school board's requirement, hurry back, year after year, to the summer schools? To learn to live? When are they ever going to live?

¹ Lynd, Robert S. and Helen M., *Middletown in Transition*, p. 271

² U. S. Census Report, 1930

EDITOR'S NOTE: *If you are inclined to term Miss Cussler an alarmist, remember that the Board of Education of New York City is suddenly, for the first time, considering a plan to investigate the mental and emotional stability of a rather large number of its teachers. The second half of this article contains suggestions to teachers on achieving and maintaining mental and emotional maturity. (One of THE CLEARING HOUSE editors took exception to the suggestion about going swimming outdoors in December.) Miss Cussler is head of the English department of Arlington High School, Poughkeepsie, New York.*

But this outward blight has its internal causes. I believe that the temperament of those who take up teaching and continue in it almost incapacitates them for growing up. The English critic, Cyril Connolly, remarks, "To this day I can tell whether a person is school-minded: whether he is cowardly, gregarious, sensitive to pupil-teacher relationships, warm, competitive and adolescent."³

Why did you become a teacher? I wanted to earn some rather superior daily bread: shelter, food, clothes, provision for old age and illness, a car, a radio, opportunity to travel, long vacations. However, we teachers, like others, are so bound by material possessions that we turn ashen at the prospect of not being given tenure or of being dismissed. Is our perturbation due to the high-minded fear that we can't give of ourselves to a new generation? One can always teach, without pay, someone, somewhere, so the explanation seems to be that we are extremely bound to material security. It is true of children, too, that they become accustomed to utter provision for their physical needs.

Or perhaps you like to work with children. Why with children rather than with adults? Because they are so fresh and unspoiled? It is a poor civilization in which man's immaturity is preferable to his maturity.

But the dependence of children is so comforting. "It is quite possible," says a *Hygeia* editorial⁴, "that many teachers find in teaching a solace for their feelings of inferiority." I found a disturbing comment in the case study of a teacher confined as a mental patient in a state hospital: "She was at her best in the classroom where her word was taken as law."

Of course, we proudly recognize the existence among us of those who, in working with children, are interested in what they

give rather than in what they get. Tirelessly they train and develop and inspire. In them a fine mind gives its best, a noble heart is affectionately concerned with the individual joys and sorrows of young people. I know a teacher whose "little brothers and sisters", as she calls them, besiege her heart so constantly that she is forever straightening out problems or visiting sick students. For her, a basketball defeat is a major calamity, while the debate team's victory represents the epitome of life for a time.

Emphatically, the school is a place for affectionate interest in one another's growth. But those who are unmarried, particularly, should beware lest the interest in children prevail over the interest which primarily belongs elsewhere—in contemporaries.

Incidentally, psychologists reiterate the necessity for emancipation from family ties if one is to be mature: an intellectual, economic, and emotional independence. Self-sacrifice is beautiful in its place, but I cannot help wondering whether many teachers are thus emancipated. Some have felt so abjectly for so long that all they are they owe to their blessed mothers and fathers that they simply aren't very much.

There are many other evidences of immaturity in the teacher's life. In a study of 700 maladjusted teachers, F. V. Mason found: "In diversity of interests and in possession of those traits that make for a well-rounded personality, this group of teachers were particularly lacking."⁵ Other studies show that experienced teachers show more introversion than beginners.

We tend to substitute rules and routine for free existence. Often repeated are the phrases, "Now, class, I want this talking stopped", and "The assignment for tomorrow is—". Who doesn't know the delight of the question for which only we know the answer? And there is the righteous rage we fly into at the passed note and the illegally chewed gum. Indeed, the feeling of being

³ Connolly, Cyril, "The Fag and the Scholar" in *Atlantic Monthly*, April 1939, p. 537.

⁴ "Am I As a Teacher a Well-Adjusted Person?" in *Hygeia*, March 1936, p. 267.

⁵ Mason, F. V., "A Study of Seven Hundred Maladjusted School Teachers", *Mental Hygiene*, July 1931, pp. 576-599.

constantly nibbled at by all our mice, as if we were so many enormous cheeses, is a maddening one.

Verily, if teachers are to be mentally healthy, they must be mentally mature. Health implies more than the absence of disease. There are positive courses of action which may lead to adulthood.

1. We must relate ourselves satisfactorily to society:

Successful production in the person of a sufficiently normal mental organization requires a normal family life, normal community life, reasonable stability and consistency in the influences and surroundings of a person, all supported on a continuous stream of intimate social communication.^{*}

As active citizens we must emerge from the classroom to apply for the good of the community and the state what we have learned. We must at once free ourselves from over-dominance by or dependence on our parents on the one hand, and on the other, we must achieve a happy marriage and a successful contemporaneous family life. We must meet many types of people, not only those in our separate academic world. We must bring the results of this wider life to our children, so that our chief interest lies in life, not in its reflection; in maturity, not in immaturity.

2. We must rid ourselves of certain infantile traits—over-timidity, for instance. Pedagogues are notorious, many of them, for having the spirit of an African bush pygmy. If fear for our jobs keeps us models of deportment, like so many Mr. Turveydrops, why then we must be willing to give up the safe, secure, but soul-deadening love of material possessions to which the academic life has accustomed us. Specifically, we should use our long vacation time, not always to prepare ourselves for life, but sometimes to live, in learning a new trade, for instance. Try an A.A.U.W. internship; answer a want ad.

Our life encourages inertia and routine.

^{*}Faris and Dunham, *Mental Disorders in Urban Areas*, 1939, p. 158

We must combat these by action and variety. Through experiments within and outside the classroom, through varied interests and hobbies, we may gain the right to be considered citizens of the world. I have tried, and can recommend as an antidote to routine: Sunday afternoons investigating different sections of the community, a night in jail, a summer at four different colleges, bicycling along the Rhine, a trip into Canada as far as the roads go, swimming outdoors in December, working my way through Cornell summer school, a voyage—very slow motion—on a barge. We ought deliberately to seek out, sometimes, occasions for great pain and endurance and endeavor, when all of our resources may be called into play.

3. On the other hand, we should learn how to be firm without being dogmatic. The pedagogic ferule must sometimes relax from our hands. We shall still be rulers of our small domains, but rulers by right of merit, not by divine right. We should be wrong once in a while, because that is an excellent indication that we have not abandoned looking for the right.

4. We must know ourselves as human beings. There are causes for maladjustment in us all: if we don't want to become hectic Andromaches with the walls always draped in trailing hysteria, we should analyze these causes and seek to correct, dispassionately, those faults which make up unpleasant human beings or inept teachers.

5. More, we must maintain that quality which is our greatest glory as educators, the spirit of inquiry. This is our excuse for being, this intellectual curiosity. I was reading case records of teachers confined in our local hospital for the insane, and I came upon thrilling proof that this spirit is, under any circumstances, one essential of the truly scholarly personality. The poor woman, formerly a brilliant scholar, had been under the bed lifting it upon her back, but when the attendants finally got her into bed on the conventional side, the case rec-

ord says "She kept crying out, 'I must get to the East. The light is in the East. Truth—is it Truth?'"

Verities, verities, *omnia* verities. What is truth? What is reality? What is the meaning of our environment? These are the ancient questions for which, for once, we must ourselves find some answer before we can have the face to greet our classes of a Monday morning.

6. And last of all, we must apply this knowledge of ourselves and of our society to our own futures. We have some homework of our own to do for which, as usual, the assignment should be definite. For our own salvation we ought to list the means by

which we will correct our faults and further our best qualities. A kind of five-year-plan for improving personality, career and leisure time ought to be evolved. If we are not to be children, we can learn to direct ourselves as well as to direct others. In addition to facing reality, we can learn to create reality, too.

Ourselves quickened, we have the power to quicken the dead. We of the alert minds and the clear vision will be especially ready for leading the children inside our ordered walls as well as those other children outside who are playing with fire. Let us write on the board, in our best Palmer penmanship, this assignment for tomorrow.



Recently They Said:

The Unlucky 4 Per Cent

We read such statements as these in regard to the amount of mental disease: 4.5 per cent, or one out of every 22 persons in the State of New York, may become patients in hospitals for mental disease during the life-time of a generation. Expressing this in another manner, it may be said that of the 1,030,000 boys and 990,000 girls in the New York State public schools at that time, 51,500 boys and 44,000 girls respectively may be expected to develop serious mental disease.—NORMAN N. WEISENFLUH in *Pennsylvania School Journal*.

Better Health Teaching

Another problem which bothers pupils is that of health. Some are overweight and can't reduce; others are underweight and can't gain. Some are troubled with acne or other disorders. Most of them want an adequate and sensible knowledge of sex, but they don't know how or where to get it. We might help here by developing healthy attitudes toward health. Often we teach enough health facts to foster fear and not enough to encourage understanding.—MYRTLE MESTAYER in *Journal of the Florida Education Association*.

Men for Women Teachers

What the average woman teacher lacks most is opportunity for social contact with young men.

However, as long as the public demands unmarried women teachers only, this problem won't grow much simpler. It does seem that if principals and parents really cared about the greatest happiness, mental health and personal efficiency of their women teachers, they would provide for them to enjoy social contacts with the opposite sex.—PHILIP T. KELLY in *South Carolina Education*.

Analyzing Propaganda

Expressions of opinions and actions comprise the stuff of which propaganda is made. Let us start the analysis of propaganda with ourselves. Ask the questions: "What are our own opinions as to what beliefs and actions are proper for ourselves and others? Why do we have them? When were they formed? Who formed them for us? What part did our parents have in their formation? Our childhood associates? Our church and Sunday school? Do those of us who were brought up on farms feel differently about things than those who were brought up in cities? Do we believe that our particular group and race and religion are superior to other groups, races, and religions? Superior in what way, and why? What opinions and beliefs do we like and what one do we dislike? Are those we like in line with our secret or expressed hopes and desires and aspirations? Are those we dislike based on our fears and hatreds? What specific things do we fear and hate? What specific things do we hope for?—CLYDE R. MILLER in *New York State Education*.

The ENGLISH Class Tackles WORLD PROBLEMS

By
FRANCES BROWN

IT HAS come to be fundamental for progressive teachers of English to base much of their oral and written composition on topics of current significance. Not often enough, probably, but frequently, twelfth-year high-school students are found tackling world problems that have thrown their elders for some staggering losses.

Someday they may startle the rest of us with one or two of the answers. But in the meantime—with democracy challenged as it is today—there is little subject matter of more importance which can be used for training English skills. Methods and results vary.

This year two of our senior classes seem to have stumbled upon a particularly effective method which, with the zeal of discoverers, they want to share with others. The unit of work, lasting four weeks, was an experimental combination of well-known

class procedures. But the combination had unusually happy results.

The curriculum called for that ancient animal, senior talks. Pursuing the necessary initial student enthusiasm, I suggested a few innovations which the classes accepted as an experiment. As a result, the students have grown faster in their mastery of English skills, in their informed interest in current problems, in their tolerance, and in their thinking ability than under any system I have used before.

At the end of the unit, so enthusiastic were these budding young men and women, so conscious of a sense of achievement, that in all earnestness the senior president wrote:

"I believe that other teachers and other schools should be informed of this experiment because it is 'tops' for senior talks!"

The high-school principal, who observed the classes in action many times, seemed to share the students' point of view, so this report is something of a "command performance".

Contrary to the usual procedure, the talk topics were not deftly drawn from the students' pockets, like rabbits out of hats, by the teacher-magician. Unfortunately, two days' notice that Dayton schools would close for an indefinite autumn vacation because of lack of funds did not leave the instructor much time to be adroit.

But this need for haste did furnish an interesting sidelight on the experiment. With these talks fairly thrust upon them with little correct pedagogical psychology, one of the classes almost howled in protest—The topics were too hard! They didn't know anything about them! They weren't

—♦—

EDITOR'S NOTE: *The author used what she calls the unit-forum method for "that ancient animal, senior talks." She reports: "The students were very enthusiastic about it. And I believe they have grown faster in their mastery of English skills, in their informed interest in current problems, in their tolerance, and in their thinking ability than under any system I have used before." Miss Brown teaches English in the Roosevelt High School, Dayton, Ohio. E. C. Rowe, principal of the school, endorses her summary and adds, "The classes, as I observed them many times in action, were always intensely interested and quite serious in these discussions."*

interested! They would have to dig in unfamiliar city libraries (since their own fine school library would be closed).

That class did remarkably well. At the end of the project, when the students were all writing their opinions of it, and their suggestions to improve it, only a few remembered to complain about the topics. One of the football boys, of course, would have liked it better with something about athletics.

The experiment was christened the "Unit-Forum Method for Senior Talks". These "units" were cooperative productions, each carried on by four to nine students working together under their own elected leader.

For instance, Vivian, James, Ruby, Cora, and Kenneth agreed to combine their efforts on the group of talks labeled "Democracy". They selected Vivian to be chairman, and each chose one of the sub-topics recommended by the instructor and began several weeks of research reading. (If "several weeks" is stretching it a bit for some of them, you at least get the general ideal!) Here is the unit as assigned:

DEMOCRACY

I. Results of the "War to Make the World Safe for Democracy"

(Emphasis on rapid growth of democratic forms of government for a few years at the end of the War. The progressive Weimar constitution of the German Republic, etc.)

II. Democracy Loses Ground in Europe.

(Emphasis on rise of dictatorships. Recent history. Demonstrated with 1938 maps.)

III. Penetration of South America by Nazi Philosophy

IV. The United States, an Inseparable Part of the Rest of the World

V. America Challenged to Strengthen and Preserve Democracy for the World

Having agreed that many people who argued heatedly about controversial issues often were not very well informed, and frequently were influenced chiefly by prop-

aganda for one side, the students accepted as their first goal the discovery of all of the facts they could get representing all possible points of view. They were to try to avoid falling victims of propaganda themselves.

When the reading was finished and the talks were organized and outlined, Vivian called the group together; and from their combined suggestions she selected and wrote on the blackboard searching questions for the entire class to consider while the talks were being delivered.

Needless to say the value of these student questions varied greatly, and another year the instructor will offer more guidance at this point. Here are some of the typical ones from the "Democracy" unit:

1. Will the present democracies of the world continue to be democratic or will they slowly turn into dictatorships?

2. What do you think of the Good Neighbor policies existing between the two Americas?

3. In your opinion, why are dictatorships becoming the leading form of government in Europe?

4. Will the Nazis, Fascists, or Communists ever get control of the United States?

5. How do you think that our American democracy could be improved?

(From five to ten more questions were included on these lists.)

At this point a pause to refresh the reader's mind with the fact that these were classes in English is perhaps in order. The usual skills for preparing talks were called into use, of course. Increased familiarity with the libraries; research through books, current magazines, and newspapers; reading for comprehension, including the use of dictionaries, atlases, and other reference aids; and organization of material into logical outlines were all part of the training each student was receiving.

Written composition filled a not too burdensome, but very important place in the general scheme. During the two days set aside for the presentation of the more

or less formal talks on "Democracy", each student was expected to select five or six of the questions submitted for consideration and discuss them in writing.

The talks for the most part were much better than usual. Cora, one of the "Democracy" speakers, wrote, "The more I worked and the more material I collected on my subject, the more interested I became. I even forgot I was scared."

Evidence that the speakers were relatively effective is shown by the comment of one of the youthful listeners, "Well-constructed group talks are almost like a serial story. Hearing one talk in the group makes you all the more interested in the next."

Two or three days were sufficient to complete a unit of talks. Then the student chairman of the group became a discussion leader. (Well—some chairmen led; and they all tried!) Vivian had a three-point outline on the board to guide discussion:

- I. Is Democracy worth saving?
- II. Why have dictatorships arisen?
- III. How can the United States improve and strengthen our Democracy?

Most of the other leaders depended upon the questions which their groups had put on the board before the talks began.

At any rate, there soon was abundant discussion, although it wasn't always under control. However, the students learned that they liked it better when there was effective leadership; and, chiefly by the trial and error method, they acquired some of the tricks of the trade.

With a new leader for every group, five or six pupils in each class had personal experience in trying to hold the helm. (Next year the instructor will give more preliminary guidance on leadership and class procedures for forum discussions.)

It took a powerful gavel in one class to keep three or four boys from monopolizing the "floor", but even in that group a careful check revealed that nearly two-thirds of the class had participated in the discussions at some time. More than half of the

other class trying the experiment took part in the discussions frequently, and only three or four students confined their opinions to writing.

Arrant nonsense, of course, was uttered in all earnestness, and prejudice and warm temperatures appeared as expected, but frankly I was astonished at how little there was of it. The students did have more than the usual amount of factual background upon which to base a fair discussion, and there always seemed to be another embryonic thinker ready to point out the lack of logic if his predecessor had gone very far astray.

The teacher "sat tight" in an obscure corner of the room, saying nothing except for an occasional question about information which had not been given, to point out that the class did not have the complete picture.

The participants were relatively impressed that they were using a scientific method in search of truth; and they were human enough to swell a bit under the instructor's insistence that the ideas they formed, after hearing all sides fairly, were truly important—in fact, much more important than unquestioning acceptance of everything they read in the paper or heard at home or in school.

Here are some excerpts from the students' comments as they appraised the experiment at the end:

"We have seen clearly that most of us make some pretty poor mistakes in English, and I think that these talks should help us to correct ourselves. I was surprised, however, that people as young as we are could handle these topics so well."

"Before these talks I would occasionally read foreign affairs in the paper and listen to news over the radio, but I never discussed it at home or among my friends. Now I always give my opinions and tell some of the facts which I have learned from the talks and discussions."

"I think the students really liked to do

their own thinking. It was a bit difficult at first."

"You could stand up and say what you pleased about labor unions and things."

"Often the speaker related only one side of a question and aired too many personal views. A great number of these points were disproved in the discussion, however, and so did no harm."

"It made the pupil think that he had a brain of his own."

"I think the discussion was a very fine thing because it brought out what you really knew and how to say it without embarrassing yourself with a foolish answer."

In addition to "Democracy" there were five other general units studied by the classes. One of these topics was "Economic Fundamentals". Since America's experts fail to agree on this subject, it undoubtedly sounds a bit "steep" for amateurs; but the instructor recommended four sub-titles, gave a little preliminary help, and the students went to work.

After finishing their research, the group revealed a fairly good grasp of the subject by the questions they formulated for the written and oral discussion of the class. Here are a few:

1. What do you think are the minimum requirements for a comfortable standard of living in America?
2. What is meant by (a) seasonal unemployment? (b) technological unemployment? (c) business cycles?
3. If workers received a fair share of all the wealth their labor produces, there would probably be enough continual buying power to prevent closed factories and unemployment. What do you think is a fair share?
4. What has been accomplished by the PWA and the WPA? Compare it with the system called the "dole".
5. Discuss the fact that higher taxes today are paid partly because greater service is demanded by the public.

Another unit topic was "Labor", and strangely enough it did not end in a free-for-all between the supporters of the A. F. of L. and the C.I.O.

The talks started with the beginning of the factory system in England and followed the history of early labor organizations in America before the Civil War. Then they dealt with the formation of the A. F. of L. and the later development of the C.I.O. The speakers outlined as well as they could the various steps in the history of labor legislation.

Don't be afraid of controversial issues in the classroom! They are the things that these young citizens *must* know how to approach with less heat and more light. Neither the parents nor your superior officers will be on your head if you will follow a few simple cautions.

Supervise a completely democratic procedure in the classroom, do a little guiding of the students in their search for information so that all sides of a question have some chance of being presented, and then muzzle yourself if you have a burning conviction that you know a few of the answers.

In the average senior class you will find enough protagonists for different points of view to stimulate all to a little thinking; and as long as the students are impressed with the idea that the purpose of the discussion is to get a fair picture of all the facts, and are convinced that anyone is free to express any opinion, you will find no troubles descending upon you from the "outer blue".

At the end of our experiment the principal of the high school joined the rest of us in an evaluation of the project:

The Principal speaks:

"Very frequently we hear the accusation that high-school pupils are not only indifferent to, but quite superficial in their knowledge of, current problems. This project, described by Miss Brown and carried on by the twelfth-year students in two English classes, seems an answer to these criti-

cisms and a solution for a pressing problem.

"The core theme developed by several student talks seemed to me to give sufficient factual background for intelligent class discussion; and the student critics, demanding poise and correct grammar, kept the speakers to a high standard.

"There were times, of course, during the discussion when individuals voiced superficial opinions; but in every case they were brought back to realities by their fellows who demanded bases for their statements. The classes, as I observed them many times in action, were always intensely interested and quite serious in these discussions.

"The students were learning to think clearly and coherently about vital modern problems."

Other unit topics included "Better Housing", at home and abroad; "Health", which moved into the controversial field of group medicine; and "Civilization in Reverse", which centered on certain festering spots in central Europe.

The Unit-Forum method for senior talks has left both the instructor and the students pleased with this year's achievement and impressed with future possibilities.

It is true that no questions were solved for the world. The youthful speakers did not find or present all of the important information on any question. They did have prejudices which they did not recognize as such. Discussion leaders were distinctly amateur, and during discussions a few students spoke too often and others did not participate at all.

It was significant, however, that the bell to end the period usually rang too soon. The students were more wary of propaganda than before. For the most part they were earnest in trying to be unprejudiced.

They became more interested in present-day problems and better informed concerning them. They increased their familiarity with current magazines. Some of them became alert in recognizing the influence of

a writer's personal interest on his point of view. They had considerable experience in extempore speaking. And they made a real effort to do their own thinking.

Not the least of the values of this experiment was that the students became conscious of and dissatisfied with their language limitations when ideas came faster than they could express them effectively. Actually, training in every phase of English except, perhaps, formal grammar and the classics, was involved in this Unit-Forum plan.

My own brief summary of the experiment is this:

1. The students now want to master the tools of self expression.
2. They have an increased interest in current problems.
3. They didn't get the answers.
4. They did get a good start on procedures.
5. They want more.

But no matter what the teacher thinks, it is probably more important and certainly more interesting to hear from the students:

"I have really learned more in the past few weeks during the talks than I have gotten out of all the papers and magazines."

"It got us interested in what is going on in the world and made us realize that our future probably depends on how present problems are worked out."

"When we have a lot of lessons, it is easy to feel that we don't have time to read the paper as we should; but I cannot help stopping and reading articles after we have discussed them in class, and I am sure others do the same."

"I have read a lot more articles in the papers since the talks."

"I look at the front page sometimes now before the funny papers."

After this last tremendous tribute to the plan, you can imagine the instructor's state of mind when she read the next two comments!

"It got me to try to read something on foreign affairs. To hear everybody talking and I don't know nothing don't seem so good."

"It has given me more knowledge about foreign affairs, because I would read just so I could 'get' Mickey and Stanley if they didn't see things my way."

Despite these mixed motives for reading, the plan really seems to have stimulated many students to follow current affairs with new interest and additional understanding. Certainly there is general agreement that the logic and the informed fairness with which the present school generation is thinking, and the manner in which they will act upon that thinking as voting citizens is of vital importance if democratic govern-

ment is to survive and prosper here.

There are some very hopeful elements about. Personally I should be perfectly willing to trust the future of democracy to these two young people:

"These talks are on matters that are vital to all of us. You may think that these problems are quite difficult and that we cannot solve them. You are correct, of course, but what we can do is to get an understanding of them so that in later years we may attempt a solution."

"This group of talks has aroused my interest, and I now see the real benefits of living in the United States. I even read stories on these problems now. If it takes effect on me like this, why wouldn't it do the same for other uninformed students?"



Recently They Said:

Too Many White Collars

Today youth expects white collar jobs. It reaches for the highly ballyhooed professions without being sure of its chance to reach them. When a life's work is mentioned it is limited to the doctor, lawyer, merchant, chief. Parents tell Johnny that "you are being educated so that you can have an easier time than I did." Was it not the hard times and the hard jobs that developed the parent? Why make life easy for youth? Is youth a hothouse flower that wilts when pushed out of the parent circle of protection?—WILLIAM ROGERS in *Journal of Arkansas Education*.

Entrenched Interests

College specialists have entrenched interests and they also have administrative mandates to stick to their own fields and not go poaching on other specialists' domains. Thus, it comes to pass that high-school teachers are indoctrinated in the specialists' point of view in relation to subject matter. They too often have become oblivious to the fact that human knowledge after all is a unity and ever more compartmentalization may not be as satisfactory for purposes of teaching in the high school as it is for the promotion of research at college levels.—EARL E. LACKEY in *Nebraska Educational Journal*.

Spoiling Young Teachers

It has always struck me as preposterous that we pay teachers colleges to train our teachers, and, that as soon as we get hold of them we start to impose upon them our pet theories, leaving them at sea in a welter of undigested philosophy and garbled method. It is my firm conviction that, if we would encourage young teachers to go ahead and ripen the philosophy the colleges have given them, after first placing them in assignments that are not too difficult, we would get more forward looking, quick thinking, energetic, right living individuals than we now have.—JOHN GIRDLER in *Arizona Teacher*.

Plant Trees!

The Nebraska Federation of Women's Clubs has launched a program of landscaping and beautifying homes and school grounds. They have developed a special project, promoting particularly the landscaping and beautifying of rural school grounds. . . . There is probably no better project for rural schools. The inspiration of planting trees on the school grounds and the responsibility of caring for them through the early years of growth is a definite product of citizenship. It will inspire the children, when they grow up, to plant trees to landscape and beautify their own homes and countrysides.—*Nebraska Educational Journal*.

The 18 Major Purposes of Classroom

By
RAY H. SIMPSON

DISCUSSION

IN ORDER to promote efficient discussions it is of vital importance that those in charge and those participating know for what purpose or purposes the discussions are being conducted. How often does one hear after a discussion some such comment as the following: "Well, I certainly didn't get anything out of *that* discussion. Why we didn't even reach any conclusion, let alone the right one." Such a statement implies that the primary goal of a discussion should be to reach some conclusion. It also implies that if that goal is not reached then the discussion is necessarily a failure. As a matter of fact this particular aim or goal is only one of a large number of legitimate purposes for which discussion may be conducted with profit.

The purpose of this article is to call to the attention of the reader some eighteen rather distinct purposes for which discussion may be promoted. While the following list is certainly not exhaustive and while it is recognized that there is a certain amount of overlapping between some of the items, the writer believes it indicates the possible major aims in holding discussions.

For presentation the possible purposes have been grouped under four headings: A. Purposes in which the development of the individual is of primary concern; B. Pur-

poses which are primarily therapeutic; C. Purposes in which the group gain is of primary concern; D. Purposes which in an important way involve competition.

A. *Discussion purposes in which the development of the individual is of primary concern:*

1. To provide an opportunity for developing social attitudes and the ability to adjust to others in mutually enriching ways.
2. To provide an opportunity for developing new interests by extending the frontiers of materials and activities which the individual has considered.
3. To broaden and deepen knowledge in fields in which the individual already has considerable information.
4. To give a recreative, satisfying social experience.
5. To develop objectivity and tolerance, overcome misunderstanding, and conquer prejudice.
6. To promote a critical attitude with respect to all points of view, particularly one's own.
7. To give an opportunity for experiencing the pleasure of intellectual struggle.
8. To have tested in the crucible of the thinking of others the opinions which one holds. Will they stand the acid test of passing through the minds of one's peers?
9. To give practice in acquiring the technique of keeping the intellect rather than the emotions in the ascendancy during the give and take, the agreement and disagreement of discussion.
10. To aid in the crystallization of individual ideas.

B. *Discussion purposes which are primarily therapeutic:*

1. To give an opportunity for mental

EDITOR'S NOTE: *The eighteen purposes covered in this article actually apply to any discussion situation. Their limitation to classroom discussion in the above headline was done to emphasize the chief value of this article to readers. The author teaches in the Department of Psychology of Barnard College, Columbia University, New York City.*

catharsis through talking certain tensions out.

2. To get help on certain personal problems by exposing them to the more objective points of view of others.

C. Discussion purposes in which the group gain is of primary concern:

1. To learn the process of "collective thought" so that the group activity may lead to better group results.

2. To gain group approval of a particular plan or project which is designed to aid discussion groups or other groups.

3. To achieve the product of "creative group thinking".

4. To select from a number of alternative plans or solutions which have been presented that plan or solution which the group will recommend as being most suitable to it.

D. Discussion purposes which involve much competition:

1. To negotiate to obtain the most for

the group that is being represented.

2. To win approval of audience for ideas presented.

It should be recognized that in a particular discussion where a specific purpose is of major concern any one of the other possible purposes is likely, wittingly or unwittingly, either (1) to be promoted also, or (2) not to be affected in a significant way, or (3) to be defeated. For instance, in a discussion in which competition is emphasized the goal of promoting collective creative thought may be militated against; or in a discussion in which the primary purpose is simply to provide a recreative, satisfying social experience there may be developed habits of thought and action which will not promote the swift crystallization of the thoughts of the group.

The success or failure of a discussion is likely to be determined to a large degree by the extent to which those in charge appreciate with clarity the major purpose or purposes of the discussion.



Epitaphs—No. 1

For a representative high-school teacher

By EFFA E. PRESTON

Here lies Miss Meek, a high-school teacher,
Gone where notices can't reach her.
No more meetings, groups, or panels;
No reports or lengthy annals;
No more frights or nervous tension
Over tenure, cuts, or pension,
Or the low per cent that passes
Of her large and languid classes.
Taxpayers no more alarm her;
Super's ratings cannot harm her.
How she must smile beneath this stone,
For Miss Meek's soul is now her own.

"JOBS IS FUN!"

Student Job System of Wheat Ridge High gives tasks and offices dignity of real employment

By

PAUL C. STEVENS and J. NOBLE FARQUHAR

IN ORDER to give students experience in applying for and in holding a job, the organization known as the "job system" was introduced at Wheat Ridge in 1935. Many alumni and students had expressed their regret that they had received no such training. Something was needed to supply practical situations similar to those found in real jobs.

In the traditional school system, usually about five per cent of the pupils hold all of the jobs, since they are chiefly elective. Smaller duties, such as those of messengers, are simply considered "helping the teacher", and students performing them are not credited with any particular responsibility. Under the Wheat Ridge plan a student may hold only two jobs in addition to one elective position. These "jobs", attained by application and appointment, have the full dignity of regular employment.

Job Is Different. Members of all grades enjoy having jobs. As one pupil expressed it, "It's not that I like to work much, but when it's a job it's different somehow. Jobs

is fun!" The grammar may not be of the best, but the attitude is certainly sound.

In Wheat Ridge every task, regardless of importance, is made into a regular job with definite duties. Some last the whole year, while others open at the end of the first semester. Thus it is possible for every student really wanting a job to have one at some time during the year. With the exception of a lethargic few, whose elder counterparts are found in every adult community, practically all of the pupils do hold jobs.

Student Government Inclusive. The student body at Wheat Ridge is divided into sponsor groups of about twenty-five members each. These groups meet weekly for guidance and discussion of general school problems.

The student governing body is made up of five commissions. Each sponsor group elects one person to serve on each of the four secondary commissions: Social Service, Citizenship, Assembly, and Safety-Finance. The presidents of the four classes, the commission presidents, and the heads of other important organizations make up what is known as the Student Affairs Commission, which is the executive student board.

At the beginning of the school year, after the system has been explained to all freshmen and new students, a list of jobs is posted, many of which are so standardized that they are published in the Students' Hand Book. Each teacher may also add to the list. All positions imply regular duties even though the duty may be nothing more than the adjustment of the Venetian blinds in a classroom at a certain time every day.

EDITOR'S NOTE: *This school offers credit for jobs and offices held by its pupils, through a service-point plan. But it has been found that pupils care so much more for their jobs than they do for the service points, that the school now places less emphasis on these rewards. The Wheat Ridge, Colorado, High School has an enrolment of approximately 320. Mr. Stevens is superintendent of schools of that community, and Mr. Farquhar teaches journalism in the high school.*

Many Activities Included. Some of the more important jobs at Wheat Ridge are listed here. The number in parentheses indicates the approximate number of jobs which the preceding title or titles cover:

Head librarian, assistant librarian (12), student director of band or orchestra (2), music librarian (5), accompanist for glee club, staff members of the school newspaper (25), water boy for teams (2), key boy for gym lockers (2), grounds monitors (15), office clerk (6), laboratory assistant (7), sports equipment manager (4), ticket takers and sellers (6), stage crew (6), motion picture machine operator (2), class messenger (50), office messenger (6), school mechanic and carpenter (4), classroom secretary (50), drum major, book monitors (40), band custodian (4).

After the jobs list has been displayed on the bulletin boards, the sponsor teachers distribute application blanks. A sample follows:

Application Blank
Wheat Ridge High School

Name Grade Date
For what position are you applying?
Lowest scholarship grade last six weeks
Time you can spend outside of school
This job is worth.....points in citizenship.
Do you care to have them apply toward the citizenship award? The above pupil was satisfied in citizenship for the last six weeks.
Signed Sponsor
Appointed 193... President of Social Service Commission
Job expires 193...

In answer to the question on the time which can be devoted to the job, pupils will almost invariably write that they are able to spend any necessary amount of time after school.

Chance for Guidance. In addition to the citizenship certification by the sponsor, the applicant must also secure the signature of the teacher who has charge of the job in question. This amounts to a reference signifying that the faculty member believes the pupil capable of doing the work.

Teachers are expected to sign the blanks

of all who appear qualified even if one applicant may be somewhat better than another. In case the job requires more experience or maturity than the applicant possesses, the instructor does not endorse the blank. Instead he seizes the opportunity for guidance and explains to the individual why he does not feel justified in signing. He may then point out other available jobs more in keeping with the student's abilities.

However, boys and girls are rather good judges of what they are able to do. The case just described is the exceptional one.

Interesting Reasons Given. On the back of the application blank the pupil is urged to tell why he wants the job. Here he also has an opportunity to state any past experience of possible value for the desired task.

The "why" statements vary. Some of the reasons given are (1) that the experience will be enjoyable, (2) that duties outside of the regular classroom routine will be a pleasant variation, (3) that the experience will be helpful in later life, (4) that the post will help the person to be of service to the school. Others say quite frankly that they want the service points in order to try for an all-round citizenship award.

Students Need Not Be Bribed. A system of service points is provided by means of which the job holders may work for award certificates. The number of points a student receives for a job varies with the degree and type of skill it requires, the time he spends on it, and the importance of the job to the school. Only about fifty per cent of the students wish such points, but all want their job appointments kept in a personal file.

This demonstrates what every observant teacher has always known—that pupils like to perform services for the school and for the instructor. All they want is a chance to do so. Students do not need to be bribed or artificially stimulated. Most of them have a natural pride in doing a worthwhile activity well. The job system capitalizes on this interest to the benefit of educational aims.

"It Is Fair." It is interesting to note at this point that in an unsigned questionnaire taken in 1936, the job system was rated by a large majority of the students as the most valuable single factor in the school organization. Pupils say repeatedly that they like the system because it is fair. It may be difficult to define the word "fair" as used by high-school boys and girls, but it implies more than simple justice. Perhaps "democratic" would approach synonymity as closely as any other term.

The technique of appointment fosters this feeling of fair play. Successful applicants for jobs are chosen by a vote of the Social Service Commission after much discussion of the merit of each candidate as displayed on his application blank. The commission sponsor-teacher is present in an advisory capacity, but he is extremely careful to maintain that point of view. The administration has found that commissions may be really student controlled if the proper attitude is developed among the faculty members.

Several Factors Considered. Even though a teacher might have a personal reason for wanting a certain pupil in a particular job, no influence is exerted upon the Social Service Commission in any way; and the teacher must sign the application blanks of all qualified individuals. Both experience and opportunity are taken into consideration by the commission in making appointments. In cases of fairly equal experience, selection is made on a basis of class ranking; for example, a senior takes precedence over a junior.

The commission has been found to be as just as possible in making decisions. The commissioners take the business very seriously. Of course, the appointee may be asked to resign later if his duties are not properly done. This is not asked until every possible opportunity has been taken to make the job a real learning situation.

No Compulsion. All jobs are maintained on a strictly voluntary standing. If it hap-

pens, as it occasionally does, that no one applies for a certain position, that item is simply canceled from the list for the time being. The possibility of useful service in various situations may be pointed out, but there is no urging or compulsion of any kind. There are no requirements except that the job be done right while it is held.

The job-holder is at liberty to resign at any time with no questions asked. Resignations sometime appear, but cases of animosity are non-existent because the initial application was the pupil's own desire. Most students who resign from jobs do so because they find that they lack sufficient time to do satisfactory work.

Cooperative Work. The job system is popular not only with the student body, but also with the teachers. They find that provision for pupil participation in the functioning of the entire school system creates an attitude of cooperative effort by teacher and pupil. Many of the old barriers are gone. Everyone is made conscious of a democratic principle in practical operation.

Because of the marked sense of responsibility shown by most students toward their jobs, even the attendance records have improved at Wheat Ridge. There are times when some students would stay out of school if ordinary classroom routine were the sole activity. This statement is not a guess but a fact garnered from observation of actual cases. Pupils begin to feel, just as teachers often do, that no one could possibly do their jobs correctly except them. Foolish as this idea usually is, it is the bolstering-up of many a self-conscious, under-confident soul.

Many Traits Emphasized. Every employer wants a person to have not only the ability to do the required work, but also dependability, initiative, courtesy, and a cooperative attitude. These factors are as important to success as skill or experience. The applicant who lacks them often fails regardless of his efficiency in other respects.

In an indirect way the job system may aid

the administration to gain a better attitude among the teaching staff. The qualities wanted in a desirable job-holder are constantly being emphasized, and this emphasis may help to make the teachers more efficient.

Since a student must be satisfactory in citizenship in order to apply for a job, the job plan serves in every way to stimulate pupils toward better citizenship. Many of the jobs also stimulate aesthetic and social endeavor. The job plan likewise creates a desire on the part of the individual to do his job well and thus tends to improve his efficiency in many ways.

Jobs Improve Citizenship. Pupils often become what instructors call a "problem" in the classroom through inability to excel in academic work. A sense of frustration is a common result of failure to get the attention and approval of classmates. Because of this unpleasant sensation, attention is sought by means of class disturbance and petty mischief.

This situation may be partly alleviated by adaptation of activities to student ability. Observation shows that the adequate holding of a suitable job is a vitally significant supplementary factor in the process of making a satisfactory citizen of an individual who represents a disciplinary problem.

Efficiency Is Not Always Education. Teachers often feel that the best way to get certain things done is to do them personally. "Why should I depend upon an inexperienced, forgetful, or scatter-brained youngster, when I can do the work so much better and more quickly myself?" This is a question frequently asked by well-meaning instructors who want affairs to progress "smoothly".

The answer is, of course, that doing things oneself is simply not education, unless it be self-education. That boy who seems so ir-

responsible will never possess a sense of responsibility unless he is placed in situations which require that trait.

Naturally, certain work is the function of the teacher, and the pupil should never be assigned tasks which will overtax his capacity or lead to serious entanglements. It will surprise the average educator, however, if he will look around him to discover how many jobs there are in the school which students can handle and which will provide practical experience in job holding.

Followers Should Also Be Trained. Boys and girls who obtain the elective positions in a school are usually those who have dominantly inherent powers of leadership. These abilities should be developed, but those who possess them are a small minority. The Wheat Ridge job plan trains the majority, who may be followers, but who need and deserve training in making a useful place for themselves in the world.

Active citizenship is the basis of genuine democracy. Unless an activity allows participation by the greatest possible number of individuals, it loses its democratic flavor and fails to fulfill the aims of modern education, regardless of what may appear to be a more efficient result from a practical point of view.

This Is Education. The one result of the job system which may be said to outweigh all others is the development in the child of a feeling of self-confidence and a legitimate self-esteem when he has been successful in a job. He is *important* in the school; he is a unit of the whole organization and as such he feels a responsibility toward the entire group. Collectively this helps to produce an excellent morale in the student body. The pupil's citizenship in his own democracy is complete. He has a job and he likes it. This, we believe, is a valuable part of secondary education.



The kids in Oslo, Norway, are entitled to a free breakfast at school . . . and we have our troubles providing the free schools.—*The American Teacher.*

CONSERVATION:

A 7th-grade unit on Florida's forests

By

EUGENE KITCHING

THE SECONDARY-SCHOOL curriculum of the P. K. Yonge Laboratory School of the University of Florida recognizes two main divisions of the entire field of education. These divisions provide two areas of experience, one comprising the common experiences that all boys and girls need to have in order to take their places as citizens in our democratic society, and the other consisting of the special interests of individual pupils who have the need and ability to pursue these interests.

The first of these divisions is designated as "the core curriculum" and includes the investigation of significant social problems, the acquisition of basic skills in English and mathematics, and a program of broad reading, music and physical education. Further defining of this scope allots one-third of the day to the study of social problems, the development of English skills, and the program of reading. Certain "broad topics" are selected at the beginning of the year by the instructors in charge of the core curriculum for each grade in the secondary school. Within the area of each broad topic the instructor and the pupils find a significant problem and investigate it together.



EDITOR'S NOTE: Under the "broad topic" of *Conservation of Natural Resources*, the author and his seventh-grade pupils developed a unit on their own State's forest conservation problems. Mr. Kitching, who discusses the growth of the unit in this article, teaches in the Yonge Laboratory School of the University of Florida, at Gainesville.

In the seventh grade the broad topic "Conservation of Natural Resources" was set up to be studied in the spring months. Before this topic was presented to the class the instructor gathered together much material, including booklets, books, posters, slides, magazine articles and pamphlets, in order that the pupils might have a wide variety of materials for exploration purposes. The instructor sought to select materials that would guide the pupils in understanding and appreciating the need and responsibility for conserving the natural resources of the United States, with special reference to Florida.

The topic was introduced to the pupils by means of a film entitled "Conservation of Natural Resources in the United States". During the showing of the film the pupils took notes that were used as the basis of a class discussion on the following day. They had many questions to ask and the instructor attempted to guide the discussion so that they did not get lost in details. The students were tremendously interested in the facts and the story of waste which the film had portrayed. As the discussion developed, there was more unified thinking about the topic and the students' interests began to narrow. They had discussed many phases of conservation, but the ones which they talked about most were conservation of forests, soil, and water supply.

On the three remaining days of the week the class read in the school library and in the classroom, books and magazine articles on these phases. They then worked on the problem of organizing the materials for their own use. The librarian assisted them

in obtaining more materials on the subject.

After this period of exploration, the class was ready to make some decision as to which specific problem was worthy of investigation. Would it be conservation of forests, soil, or water supply? Two questions guided their thinking: Which concerns us and our State most? Also, which is most real to us? All agreed that their State was not being blown away as were some of the Western states, and we have no acute problem of conserving our water supply. But we do have certain interests in the State which need less forests and more grass lands. Also, our forests each spring undergo mysterious local fires. It was mentioned by a member of the class that the Nation seems to be turning to the south for its supply of timber.

It looked, therefore, as though the forests and their conservation were a much more vital problem than the other two. In the class ballot for the selection of the problem the conservation of forests in Florida received the largest number of votes.

During the period of class exploration in the library, the students had read widely on the general topic of conservation of natural resources, without regard to the several kinds of natural resources. It now became necessary to read for a slightly different purpose, that is, to look up information dealing only with the problem of forest conservation, with special emphasis on the State of Florida. Letters were dispatched to the Florida Department of Forest Service by members of the class. A committee was appointed to visit the School of Forestry of the University of Florida to solicit their help in securing materials and in understanding some of the methods employed in the conservation of forests.

It was called to the attention of the instructor by a member of the class that the State-adopted literature book contained many selections pertaining to nature, especially trees. During the next several class periods the class read together, discussed, and answered questions on such selections

as "Our Tree Friends", "Trees", "Paul Bunyan", and related stories, essays, and poems.

During the reading of the selection "Our Tree Friends", the instructor asked the class if they would not make a brief summary of each paragraph in the story. A difficulty at once arose because several members of the class said that they were not very certain they understood all a paragraph should contain, and just what was the definition of a paragraph. Several class periods were utilized to define, understand, and recognize the form of paragraph arrangement. On the final day set aside for this, the students were asked to write a short theme on any subject of their own choice, arranging it in good paragraph form.

The next day the committee which had visited the School of Forestry made its report to the class. They also announced that they had been able to obtain the services of one of the professors, who was to give an illustrated talk at the next meeting of the class.

The two days following the illustrated talk were given over entirely to discussions of it. The students had taken notes freely, asked questions of the speaker, and examined the slides and exhibits the speaker had presented. But they were not satisfied. Questions were still arising. These two days were wholesome ones for the students during which time definite problems, new conceptions, and new activities were formulated.

Construction activities progressed as the class work advanced. One group of pupils worked on the construction of a model of a state forest, containing a watch tower, fire lanes, light poles, ranger's cabin, planted trees, a water line, a fire truck, and other items one would find in a well organized state forest.

Another group constructed a mural depicting the story of a tree from logging to lumbering. The committee engaged in this project went to see a local saw-mill before they began to draw the mural. Reference books in the school library also had to be

consulted before the committee felt it had sufficient knowledge to begin the mural.

Other members of the class became engaged in individual or small group activities or projects. For example, a group of girls prepared a daily news broadcast for the school's public address system. These broadcasts were given by different members of the committee each day. Each broadcast dealt with a different phase of the needs and uses of the people for the products of the forests. Another committee prepared a number of educational posters and bulletins for distribution within the school and on the several bulletin boards.

The class had been working with the problem now three weeks. They had learned much about conservation of forests. They had seen pictures, heard a speaker, made oral reports, and engaged in a variety of activities. During this time, the question of making a field trip had repeatedly arisen. The information they had acquired by now made a field trip feasible. Places were discussed and voted upon. The majority of the class voted to go to the State forestry project at Camp O'Leno, about thirty miles away.

At the camp the class was furnished a guide, who spent the day with the class explaining the work the project was seeking to accomplish. The class took notes during the entire excursion. Each student had previously selected an individual project for the day. Written evaluation and class discussion of the trip occupied the following two days.

The next phase of the investigation was devoted to the preparation of written papers by each student. The purpose of these papers was twofold: first, to organize in concrete form the information the students had secured from many sources during the progress of the unit. Second, to provide the opportunity whereby the pupils might develop their abilities in written expression. The members of the class were told that they would be permitted to select any subject pertaining to the general problem that they wished to choose.

The writing of these papers consumed the rest of the time allotted to the topic. The library was repeatedly used by the students. The chief duty of the instructor was helping the students with English errors, assigning remedial work in the English text to individual students, follow-up work in English, assisting the members of the class in locating materials, grading the papers, and making criticisms on the English used in the papers by the students.

But what did the students gain from pursuing this problem?

First, they definitely gained some knowledge of what their own State is doing to save its forests. They learned something of the need for conservation in a nation suffering from diminishing areas of forests.

Second, they acquired certain skills. These included drawing, writing, and arranging paragraphs, looking up and using information, figuring and measuring (in the construction of the model forests), reading, broadcasting, and conducting interviews.

Third, every member of the class seemed to carry away with him an appreciation of the value of our forests, and the need to conserve them.

From the point of view of the teacher and his relation to the learning situation, the method of presenting the problem had considerable merit. The students were taken into consideration when the problem was selected—they did not feel that they were studying something that had been thrust upon them. They were doing something they were interested in doing. If a student did not like his project, he was permitted to choose another one, the discretion of the instructor being the only guide. The problem was a real one to the students in that they felt a part of it, realized the need for saving the forests, and wanted to study how it could be done. And, teacher domination of the classroom was absent. The students looked upon the instructor as someone to guide, to help, and to consult with when they reached troubled waters.

IDEAS IN BRIEF

Practical ideas selected and condensed from articles in state and specialized education journals

More Bulletin Board Space

The modern tendency is toward less blackboard space in the classroom, and more bulletin-board space. It is recommended (in the Illinois annual report and rating scale) that "each classroom have a good bulletin board at least 15 square feet in area" (preferably 30 square feet) and "at least 20 feet of tack strip (12 to 18 inches wide and of the same material as the bulletin board) above the blackboard in each classroom. Use the tack strip for art work which should be viewed from a slight distance, and the bulletin board for written or printed material."—JOHN A. WIELAND, Superintendent of Public Instruction, in *The Illinois Teacher*.

Activity Ticket Book Plan

An Activity Ticket Book covering all activities for the school year was launched by Central High School, Evansville, Indiana, last year. Purposes were to cut the admission prices of all events, and to allow more students to attend more school affairs. The experiment resulted in doubled student attendance at games—and a tripled or quadrupled attendance at many non-athletic activities! Regular admission prices to all school events in 1938-1939 would have been \$7.65 or more. But the Activity Ticket Book sold for only \$3.25, and was offered on the instalment plan of 25 cents down and 10 cents a week for thirty weeks. Besides usual events, the price covered locker rental fee and a subscription to the school's weekly newspaper. In the success of the plan may be counted broadened student participation, better support of activities (particularly non-athletic events) and the elimination of the former numerous homeroom drives and ticket sales for individual activities. The plan will be used again this year.—CARL SHRODE in *The Indiana Teacher*.

Consumer Chemistry

Consumer problems are covered in the second-semester chemistry course at the Austin High

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EDITOR'S NOTE: Miss Ada Lefkowitz, who teaches in the High School for Girls, South Philadelphia, Pennsylvania, selected and condensed the items credited to her in this department.

School, Chicago, Illinois. By testing scientifically a variety of consumer goods from cloth to coal the student not only develops a sense of consumer interest, but learns to use his technical knowledge for family needs in the same way big companies do for commercial purposes. This practical approach aids students to understand that modern inventions have made the old economy of scarcity an outworn shibboleth which must be replaced by the economy of abundance. While the student must understand that high-school chemistry can in no way obviate the necessity of a reliable analyst for testing all products, chemistry of this type should enable the pupil to develop those attitudes toward ways and methods of investigation which will aid in developing a definite consumer consciousness and therefore help shape his economic life more to his satisfaction.—M. C. CREW in *School Science and Mathematics* (Digested by Ada Lefkowitz).

Bookkeeping and Ethics

Bookkeeping courses in New York City high schools are trying to take advantage of the splendid opportunities for character development that are inherent in business subjects. A sales invoice mimeographed for a lesson may contain an intended error which will lead to class discussion of the various problems of character and business ethics that might arise from the error between customer and firm. A lesson on accounts receivable is an opportunity for a lively discussion on the ethics involved in the use of credit. We no longer attempt to justify the commercial curriculum solely on a utilitarian basis. Most commercial graduates never get the bookkeeping or stenographical jobs for which they studied. But all will be expected to possess and exhibit what is commonly known as good character.—MAX E. OSTROVER in *High Points*.

Babies for Homemaking Course

Students of the homemaking department, Turlock Union High School, receive practical experience in the care and training of children through the first play school to be offered to California junior- and senior-high-school students. For three mornings weekly in a room and play court equipped with physical and activity needs, the students are as-

signed the observation, care, and training of nine neighborhood children. This scientific, practical approach has been of value from the angle of training for future needs—but also has had the immediate effect of making the girls more sympathetic to the younger children at home and in the neighborhood, and better citizens of their community.—C. F. PERROTT and LURA JARMON WOODWORTH in *Sierra Educational News* (Digested by Ada Lefkowitz).

Farm Mechanics Course

The majority of boys in the Hunt, Texas, High School come from ranch homes. To meet the needs of these students, W. C. McKenzie, superintendent, organized a class in farm mechanics in which they are being educated to meet home problems of today and tomorrow. The class has a well equipped workshop, with machinery as well as the usual tools. Activities in this course have made these non-academic students feel more at home in the regular curriculum subjects. And the school has benefited materially: From the shop has come book cases for the library, cages for laboratory animals, classroom flower stands, bulletin boards. For the campus have emerged swings, ping-pong tables, and garden tile for sub-irrigation in the school garden. The boys installed indoor toilets in the school building. And they remodeled a one-room building into a larger, four-room teacherage. (Editor's Note: Webster's says a teacherage is "a residence for teachers—after parsonage. Chiefly Western U. S.")—VESTA WILLIAMS in *The Texas Outlook*.

Mechanics for Future Wives

In a course entitled "Home Mechanics for Girls", the Roy High School, New Mexico, trains pupils to understand and carry on intelligently all household mechanics from such simple activities as the sharpening of knives to the more complicated reading of meters, repairing of electric cords, refinishing of furniture, etc. A suitable textbook is used in conjunction with the actual practical work done by the girls.—ELLEN DAVENPORT in *Home Economics Counselor* (Digested by Ada Lefkowitz).

How Our Collection Grew

The collection of paintings by Western artists owned by the Gardena High School, of suburban Los Angeles, was borrowed by Stanford University to grace the walls of its Art Gallery during the 1939 commencement and the summer school session. In 1919 the senior class of the high school wished to leave a gift. The principal, John H. Whiteley, suggested that the seniors try to find a generous-hearted artist who would part with a good picture for the small sum the class had raised.

Miller's "Valley of the Santa Clara" was bought. The next three graduating classes followed the precedent, and four canvases adorned the walls of the school auditorium. Funds laboriously earned by class plays and other projects were paid for pictures concerning whose worth the pupils "were more or less foggy". The class of 1928 inaugurated a three-week purchase prize exhibit at the school, following the Easter vacation, as a better method of selection. About 125 leading artists of the West now show at these exhibits, which are a community event. The school now owns 45 canvases.—OLIVE H. LEONARD and R. E. POLLICH in *Sierra Educational News*.

Radio Workshop

A radio workshop is a four-to-six-weeks unit in an elective one-semester course for seniors called "Modern Drama", at the Washburn High School, Minneapolis, Minn. In that short time the unit covers some very elementary work in appreciation, production, and script writing. Motivation was the opportunity to "broadcast" productions over the school's public-address system. But in addition the pupils accepted an invitation to present a 15-minute educational program over a local radio station.—RUTH NETHERCOTT and DONALD E. BIRD in *Educational Method*.

Parents Like to Play

The Lebanon, Tenn., High School needed money for a school activity—but had recently exhausted each of the usual methods of raising cash in the community. Someone remembered that parents, as well as children, like to play. So a Festival was planned for November 11, from 3 to 9 P.M., with a free auditorium program featuring a Boy Scout first-aid demonstration. But parents could buy tickets entitling them to the following games and food:

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|---------------------|---------------------|
| 1. Tennis game | 9. Bridge game |
| 2. Volley ball game | 10. Marble game |
| 3. Ping pong game | 11. Horse shoe game |
| 4. Ping pong game | 12. Horse shoe game |
| 5. Bingo game | 13. Sandwich |
| 6. Bingo game | 14. Cold drink |
| 7. Bingo game | 15. Ice cream cone |
| 8. Checker game | 16. Candy or nuts |

The fifty-cent tickets were good for all sixteen items. Or individual items could be bought for four cents each. Boy Scouts were available to play each game with the parents. The school found the omnibus ticket much more effective as a money maker than the usual individual charges for items. The Festival had such a rush of business that the six-hour period had to be extended.—GENE H. SLOAN in *School Activities*.

FRESHMAN COURSE:

Guidance for newcomers at Maine High

By ROLLIN H. SIMONDS

EDUCATORS are aware, sometimes acutely so, that the courses of the typical four-year high school present largely a body of facts or skills that have little relevancy to the contemporary life and problems of the pupils, however much they may contribute to the cultural background and intellectual tool kit of the future adult. Junior high schools and junior colleges, having been developed more recently and with a greater consciousness of the problems involved in passing from one educational stage to another, have made attempts in far greater numbers to help pupils by means of orientation courses and counseling. Where such courses have been tried, however, making them truly functional is still a major problem.

I was given the opportunity of developing a new course, carrying minor credit, to be required three days a week for one-hour periods of all freshmen (360) of Maine Township High School. There were practically no restrictions as to what the course should include or how it should be taught except that it attempt to meet pupil needs not being reached by other courses.

An analysis of pupil needs suggested, first, that the course should aim to enable

the pupils to enjoy more fully that period of their lives in which they were living, and to get more out of their high-school courses as a foundation for later life. Second, it seemed that in order to further these aims there was need for additional school guidance along three general lines: educational, vocational, and social.

A general program for the year was worked out but kept sufficiently flexible to allow for its adaptation to pupils' problems and interests as they appeared. In this brief description of the work of the course each of the three phases of guidance will be considered separately. Actually, they were mingled. For example, the first freshman party, and later the all-school dances, brought up problems of etiquette that had to be considered at the time if the course was to fulfill its function, no matter what topics had been scheduled for those dates.

The following outline, expanded here and there for clarity or emphasis, presents the major features of the course:

1. Educational Guidance

a. Study of the *Maine Handbook*—explanation and a little drill on those school rules and procedures of which a knowledge would enable pupils to avoid trouble.

b. Study of our educational system and its history, with emphasis on pupil objectives and how to achieve them. *Your School and You*, by Bliss, used as a textbook for this.

c. "How to study"—explanation, discussion, and practice. Bliss's book used together with teacher's additional suggestions.

d. Talks by student club officers, team captains, and faculty sponsors and coaches, explaining opportunities in the extracur-

EDITOR'S NOTE: *The major purpose of the course which the author discusses in this article was to enable incoming pupils to get more out of the next four years of their lives—both in and out of high school. Mr. Simonds developed and taught the course in the Maine Township High School, which serves the communities of Park Ridge and Des Plaines, Illinois.*

ricular activities of the school and how to take advantage of them.

e. Explanations of the work of the various courses offered in the high school and their requirements and purposes, given by the teachers of those courses to pupil groups small enough to allow for questions. (This enabled the pupils to make much more intelligent selections of courses for other years.)

f. An individual test and interview in the music department for each pupil. (The music teachers believe this has resulted in more advantageous placing of the music pupils and the enrolment in music of a number of children who had had no idea of their musical abilities.) An art judgment test is given in connection with the talks on the art courses.

g. Collection of college catalogs, written for during the class period by pupils who think there is any likelihood of their going to college. (These were kept in the classroom for reference. In this way pupils investigated varying requirements, and their college preparatory work was made more clearly purposive.)

h. Planning of a tentative program of courses for the next three years, worked out in class by each pupil with the aid of the instructor, advice from parents and other teachers, and information already gained in the course. (Items a, e, f, and g)

2. Vocational Guidance

a. A vocational interest test given to each pupil, not so much in the hope of finding suitable vocations as to focus the pupils' attention on the problem and to suggest some self analysis as well as the need for more information about occupations.

b. A brief survey of the major fields of work. (Each pupil made a notebook from a study of a variety of vocational texts and pamphlet material. The intent here was to suggest many occupations of which the pupils might never have thought, and some of which might appeal to them enough to warrant further study later.

c. Discussions (in class) by a few residents of the community of their fields of work.

d. Presentation of a small number of vocational movies.

3. Social Guidance

a. Etiquette discussions and study—led part of the time by representatives of a committee of senior boys and girls, who were particularly helpful in informing freshmen of local customs and attitudes. (It has been felt that the seniors themselves gained a great deal from serious consideration of these matters. Among the topics discussed were date etiquette, including where and how to go, personal appearance, table manners, introductions, and conduct in public places.)

b. Opportunity provided for all freshmen to take part in initiating and planning projects. (This was to give all freshmen, as far as possible, some of the experience of facing and solving practical problems such as ordinarily fall to the lot of class officers only. The pupils were given permission to raise for discussion in class any reasonable topic, and when it involved possible action on their part, to consider it under parliamentary procedure with a student chairman as long as such meetings seemed to the instructor to be in a productive stage.

Thus each class made detailed plans for a freshman party and through a committee the various plans were harmonized. The party could have been planned with far less total effort by the faculty sponsor and a committee of pupils, but then ninety-eight per cent of the pupils would have missed the experience of feeling responsibility for the determination of cost, kind of entertainment, and the like.

As a result of the expression in class of need for instruction in dancing, a committee of pupils arranged with school authorities for a series of free dancing classes, held once a week after the close of school in the afternoon.

The freshmen's biggest project was a dog show, which drew about 1,200 people and over 130 dogs. Expenses, around \$200; receipts, about \$300.)

c. Study of the present world and its government and social and economic problems through use of the *Weekly News Review* magazine. (This study was admittedly extremely superficial, but it enlarged the interests of many and opened the eyes of some to affairs of which they had been totally unaware.

The survey of how people make a living, already mentioned, also contributed here, although this was not its primary purpose.)

d. Provision of a wide variety of non-fiction books, kept in the classroom for the faster students to read at their own pleasure, while slower pupils complete assignments.

e. Study of "safety"—a topic that perhaps fits into the social group as well as

anywhere. (Publications of the A.A.A., talks by State police officers, the local chief of police, and discussions were used.

Among the unsolicited comments of various faculty members on the results of the course were these: Pupils seemed more than ever before to want to know the exact contents of a course before they elected it, to have a greater concern over what they were going to get out of the various courses. Some procedures, such as program planning, learning the rules of the school, and vocational investigation, were more effectively done, because pupils no longer had to find whatever time they used for these activities at the expense of their leisure or play time, but, rather, found them part of their regular school work.

The comments of the pupils at the end of the course were generally favorable, but often diametrically opposed as to what part of the course was of greatest or least value.



Flexible Teacher-Manual on Tolerance Offered Free by Council

Off the press this month is "An American Answer to Intolerance", written by Frank Walser, author of *The Art of Conference*, with the assistance of Annette Smith, educational director of the Council Against Intolerance in America, and Violet Edwards, educational director of the Institute for Propaganda Analysis. This manual for teachers—latest ammunition produced by the Council Against Intolerance in America (Lincoln Building, New York, N.Y.)—is being sent free of charge to interested teachers. Designed to give the classroom teacher practical techniques that can be incorporated into regular subjects, especially English and social studies, the manual employs four approaches to the study of intolerance:

(1) Self-examination for prejudice and habitual attitudes; (2) careful study of current propaganda

devices and their use by organizations and individuals to spread intolerance; (3) rethinking on American ideals, applying them to present local and national problems and realizing them through student projects and group activities; and (4) the supplying of factual information about subjects on which propagandists are most misleading, with emphasis on the contributions of various "racial" and national groups to American life.

The authors have "attempted to go far beyond the mere teaching of good will. It is not enough . . . to teach children interesting customs and beliefs of other nationalities. It is necessary to go far deeper—in fact to go to the very roots of people's prejudices in order, first, to recognize that such prejudices exist, and then, by tracing their causes, to eliminate those causes."

The "Gyp Course Racket"

A note to the seniors in your school

By JOSEPH BURTON VASCHÉ

EVERY YEAR thousands of American high-school graduates are approached by representatives of various private "schools" who offer "attractive" courses at practically "no expense" to the student—just a "registration" fee of five or ten dollars now and the balance in easy monthly payments.

Such representatives identify themselves, almost invariably, by these selling points:

1. The course is offered at a *special* discount if one makes the down payment *today!*

2. This course, even though it is a correspondence course, will teach one more than could possibly be gained in a college. The faculty of this "school" contains only the best teachers.

3. Bait in the form of testimonials of "successful graduates" of the school is dis-



EDITOR'S NOTE: Most high-school graduates are prospects for additional training in correspondence schools, trade schools, and other private institutions. Many of these are reputable, and give training that is well worth the investment. Many are dishonest, make misleading claims, and exist largely by preying upon a credulous public. Every high-school administrator, or his counselor, should know enough about this field to be able to guide students and graduates away from "gyp" schools toward schools whose courses are good investments. A list of such reputable schools may be obtained from the National Home Study Council, 839 Seventeenth Street West, Washington, D.C. Mr. Vasché is director of guidance of the Union High School, Oakdale, California.

played by the salesman, along with personal letters of welcome and of encouragement written by the school's "president".

4. The school absolutely "guarantees" one a job upon completion of the course (the gilt-edge diploma will fit one for any position, you see) or the school will gladly refund, in full, the money that has been paid (but try and collect it!).

5. The salesman visits the home and discusses the course in a group meeting with the graduate and his parents. The salesman seems to be so polite and so sincere!

These are the things to look out for in these "fly-by-night" propositions, which, sad to say, are cheating thousands of secondary-school graduates every year. The only way to avoid falling into such a trap is to view the offer in a sensible manner.

Why not take a little time to decide whether or not you want this course?

The salesman tells you that he must sell today or he will not be able to give you the refund!

Is this logical or is it done to "sell" you before you reason the thing out?

Why does he object to your discussing the offer with your school counselor or with your principal?

Why does he say so many discouraging things about a regular education?

He paints a bright future for you. He says nothing but the best things about you.

Whatever you do, young graduate, and your parents, too, demand sufficient time to investigate fully any course that is offered to you by a traveler. If you are not rushed, you will have no regrets. Remember, reputable schools never demand immediate down payments!

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: JOSEPH BURTON VASCHÉ, R. ELIZABETH REYNOLDS, MAUDE DEXTER, SAMUEL WALKER, ROBERT B. NIXON, EFFA E. PRESTON, C. W. ROBERTS, NAOMI JOHN WHITE, WALTER S. MCCOLLEY, GRACE LAWRENCE, FREDERICK GORDON LYLE, HELEN HALTER, and NORA McCAFFREY LAW.

The only "challenge" educators have not been given is that of a duel. Funny how we so persistently preserve ourselves for other challenges—such as, "What can we do to or with Willie's educational processes next?" For weapons I prefer histories of education.

R. B. N.

Brainwork at B.H.S.

Sing hallelujah! Democracy has come to our school! Teachers have been granted the great opportunity to participate in administration through curriculum revision.

A curriculum committee (composed mostly of yearners for "the good old days" and appointed by the superintendent) has decided that B.H.S. first needs a philosophy of education. The faculty has been divided into small discussion groups (on what basis no one knows) which will attain this high objective in the scheduled hour.

The key positions, chairmen and secretaries, have been chosen from a panel composed of "those who haven't been very active and who should be given a chance to contribute something." Most of them are really scared and some do not even know what "philosophy" is.

Ignoring the genesis of the committee and granting the efficacy of the technique selected, wouldn't democracy's substance as well as form have been attained if the staff had been divided by random sampling and the groups allowed to choose their own chairmen and secretaries?

S. W.

EDITOR'S NOTE: *Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.*

Does "unconscious teaching" mean the teacher is in a coma, or is it just her pupils? E. E. P.

Curriculum Critic

It was one of those rare hours in a teacher's life, at least in mine. I was explaining predicate nominates. No actor has ever been more conscious that his audience was with him than I was. Every eye was focused on me and the work I was doing on the blackboard. Even heads were nodding at the proper moment, and not in slumber either.

I brought the explanation to a close just as the bell rang. As the students left the room, Bill stopped at my desk.

"I want to ask you something," he said.

"All right," I invited. ("He's really interested and only wants to ask about some little point so predicate nominatives will be clear to him forever and ever," I told myself. "At last I've really done a good piece of teaching.") Then Bill's voice interrupted my back patting:

"If there's no usher at the picture show who goes down the aisle first, a fellow or his girl?"

R. E. R.

Too Good

1st Sup't: "How come you let Jordon go? I thought you said he was one of the best history teachers in the state."

2nd Sup't: "I guess he is, or was—but you know my high school librarian; he just ran her ragged—and her uncle's president of the board." C. W. R.

Lament for a Freshman

I know you are poor, little freshman. I know your heart cringes from the drab future you see for yourself. I know you need love and encouragement and a party dress and a curl in your hair.

But you are one of two hundred, my dear, and I have, mathematically speaking, two minutes for each pupil. So, "Turn around, Bessie. Don't you know you must have your sentences diagrammed before the end of the period?"

N. J. W.

The Educational Journals

1937-38—About 50% of all educational articles that year had "Whither" in their titles. (As, "Whither Guidance?" "Whither Secondary Education?" etc.) No one tried to stop the rash of "Whither" articles with one titled "Whither 'Whither?'"

1938-39—About 90% of all educational articles had "Democracy" in their titles. (As, "Democracy in Education" "Education for Democracy", etc.) The professional journals were saturated to overflowing with Democracy—even if the schools were not.

1939-40—Prediction for the new school year: About 99% of the articles in educational journals will have such titles as "The Social Studies of Tomorrow" "The Homeroom of Tomorrow" and "The Low I.Q. of Tomorrow". (But teachers will still be worrying about "the pay-check of tomorrow".)

M. D.

Institute: a place teachers go to late and leave early to catch up on delayed correspondence and sweater knitting.

J. B. V.

School Is Just Like Life

A committee, at a counselor's suggestion, nominates the student candidates. The election is conducted according to Hoyle on the surface—but underneath is a counter influence of certain executives who know how to get expertly under the skins of the majority.

The results prove that Johnny was defeated because he was a non-conformist, while Susie—whose mother is a faithful P.T.A. worker and whose father is a ring leader in the Dads' Club—obviously deserved the honor of winning the majority of votes.

N. McC. L.

Sic-Sic-Sic Ad Infinitum

Paragraph from a report made by an English teacher to her superior:

"Through the English courses teachers can give the pupils lessons in ideals and morals by treating the noble characters in literature. He sets

before the pupils high standards to which he can adhere. Besides this he gives pupils training in reasoning and expressing his thought before a 'life-like' audience when he must give floor talks or engage in other types of classroom procedures similar to this."

F. G. L.

Epictetus said, "All philosophy lies in two words, Sustain and Abstain." We know a lot of teachers who act as if *their* two words are Disdain and Complain.

E. E. P.

The Board Would Have a Fit!

The pupils in a certain school have comfortable, beautiful chairs in the cafeteria on which they sit for twenty minutes each day.

A number of classrooms have old, uncomfortable chairs conducive to poor posture, on which the pupils must sit all day.

Move some of the cafeteria chairs into the classes? Heavens, have you forgotten that there are regulations!

H. H.

A Degree or a Dust Pan?

One large California city starts its beginning janitors at \$1500, with moderate increases each year, and its probationary elementary teachers at \$1320, a salary stationary for the first three years. Perhaps, after all, the bigger job is not making the mess, a la progressive school, but cleaning it up.

J. B. V.

The forgotten man is the principal. He is goaded by the superintendent, bullied by the teachers, heckled by the parents, worried by the pupils—an animated, long-suffering shock absorber.

G. L.

We Miracle Men

Some of these days public education is going to be forced into the embarrassing position of having to put up or shut up concerning the miraculous powers of education to save the country.

Our fraternity has nurtured the tradition that we can work miracles, and our necks are out.

W. S. McC.

Why do so many administrators act as if tact is something you use to nail down linoleum? E. E. P.

NEGLECTED AREAS:

“Personalized civics” is being ignored in our preoccupation with “big problems”

By
ARVIN N. DONNER

IN THE social-studies field it is important that students know certain historical facts. Facts are necessary pegs around which thinking can be done.

It is also necessary that these social-studies students know of the cultural and social developments of the race. Basic principles of economics, sociological problems, political machinery, and geographical information, all are necessary in the understanding of problems of the social sciences. Never has there been a time when current happenings have played such a part in world affairs as today, and the student of social studies must keep up to date with these.

The secondary-school student must be aware of present-day youth problems, as he will have to do much to solve these problems himself. Part of the student's time and thinking must be devoted to personal, educational, social, and vocational problems as well as to national and international affairs.

But, in addition to these essential problems, it is likewise important that the youth know about those so-called “minor problems” which make for a happy life by mak-

ing it possible to live together well with one's neighbors.

As important as the League of Nations or the Supreme Court may be, the majority of our citizens will exert little influence on these problems, but many heartaches and ill-feelings will result because of the lack of knowledge, or because of the failure to carry through some of the niceties of life connected with living peaceably with our neighbor.

Such questions as paying debts, keeping one's word, adopting safety regulations, avoiding trespassing, refraining from slander, doing no bodily injury, and respecting property rights are among those social acts which too frequently receive little attention. Whether we realize it or not, these acts involve certain fundamental legal knowledge, socially-accepted right attitudes, and approved overt behavior.

What do young people, or adults for that matter, know about the laws concerning slander, concerning trespassing, or property rights?

Educational studies have been made concerning slander, trespass and property rights. A study of court cases indicates that these problems have permanency, for they have existed for many years.

These problems are likewise universal. They are found in barbaric tribes and in modern civilization. They occur all too frequently. They are crucial or they would not reach the state supreme courts. And they are difficult because the problem involves knowing what is the best thing to do in every situation at hand. They involve both ethical judgment and legal judgment.

EDITOR'S NOTE: *The author charges that social-studies courses are too exclusively concerned with preparing pupils to be citizens of the nation, and of the world, and are not sufficiently concerned with educating them to be good neighbors to the people next door and down the block. His points are backed by classroom experiment and an interesting investigation. Mr. Donner is principal of the Jefferson High School, Port Arthur, Texas.*

The following are some actual court situations which have arisen in the fields of trespass, slander, and property rights. What should be done in each of these cases?

An actual court case on trespassing is the following¹:

Mrs. Hogan and her little boy lived next door to a large factory. Some of the men employed by the factory threw pieces of wood and iron from the windows on the third floor into Mrs. Hogan's back yard. One day Mrs. Hogan's little boy was hit while playing in the yard and, on several occasions, Mrs. Hogan's laundry was soiled when the men purposely spit tobacco juice on the clothes hanging on the line.

1. Should Mrs. Hogan have the right to keep the factory workers from throwing wood and iron on her lot and spitting on her laundry?
2. Was it wrong for the factory workers to throw things into Mrs. Hogan's back yard and spit tobacco juice on the clothes which she had put out to dry?
3. Did Mrs. Hogan have a good excuse for being angry with the workmen?
4. Should Mrs. Hogan make the owners of the factory have their men quit throwing things into her back yard and spitting on her laundry?
5. Should Mrs. Hogan have shot any workmen who purposely spit on her clothes?
6. Should the men who annoyed Mrs. Hogan and her little boy be put in jail?
7. Do you think the factory workers who annoyed Mrs. Hogan and her little boy should be made to pay her because of it?
8. If the men have no money, should the factory owners be made to pay Mrs. Hogan?
9. Would you like to live in a city where the factory workers are allowed to annoy residents?

An actual court case on slander is the following²:

Mrs. Miller called a merchant, Mr. Fisk, a villain, a rascal and a cheater in his business, but she did not prove that what she said was true.

1. Should Mrs. Miller tell everybody so Mr. Fisk's customers would go elsewhere to trade?
2. Should Mrs. Miller say nothing but go elsewhere to trade herself?

¹ Complete tests and the complete report of this study are on file in the State University of Iowa Library: *Children's Concepts Concerning Trespass as Affected by Training and Environment*, by Orval R. Latham.

² Complete tests and the complete report of this study are on file in the State University of Iowa Library: *Concepts and Attitudes Concerning Slander and Freedom of Speech*, by Ida Yates.

3. Should Mrs. Miller tell only her close friends what she thought of Mr. Fisk?

4. Should Mrs. Miller do nothing until she caught Mr. Fisk cheating and could prove it?

5. Should Mrs. Miller tell the police to watch Mr. Fisk, and not tell anyone else what she thought about him?

6. Should Mrs. Miller buy more goods of Mr. Fisk?

7. Should Mrs. Miller be put in jail for saying what she did about Mr. Fisk?

8. Should Mrs. Miller be made to pay damages to Mr. Fisk?

9. Should Mr. Fisk ignore what Mrs. Miller said about him and pay no attention to her?

10. Should Mr. Fisk cheat Mrs. Miller if he gets a chance?

An actual court case on one phase of property rights, namely, lost and found property, follows³:

Mrs. Riley, while walking along the road with her twelve-year-old daughter, saw a leather satchel lying on the ground. She told her daughter to put the satchel in a sack which the girl was carrying. After arriving home it was found that the satchel contained \$444 in money. In the satchel was a piece of cardboard with the owner's name written on it. Mrs. Riley could not read, and neither could her daughter. Mrs. Riley destroyed the cardboard and used the money.

1. Should Mrs. Riley have taken the money for her own use?
2. Should Mrs. Riley have left the satchel and money in the road?
3. As long as Mrs. Riley could not read the owner's name did she have a right to the money?
4. Should Mrs. Riley have taken her time to find the owner?
5. Should Mrs. Riley have kept quiet, and let the owner look her up?
6. Would it have been all right for Mrs. Riley to have given the money to a children's hospital?
7. Could Mrs. Riley be punished for keeping \$444?
8. Should Mrs. Riley be sent to the penitentiary for this?

In cases of this kind, the student is confronted with knowing the legal answer to these issues as well as sensing ethical answers to them. In some cases, ethical principles may conflict with legal standards, but

³ Complete tests and the complete report of this study are on file in the State University of Iowa Library: *A Survey of Students' Concepts Concerning Lost and Found Property*, by Arvin N. Donner.

the fact is that the statutes exist subject to the interpretation of the courts. These statutes will continue to exist until the conflicting ethical principles are enacted into law.

Thus the problem becomes a complicated one involving an understanding of what is right, a knowledge of the existing law, and approved behavior influenced by socially accepted standards.

In a study of just one phase of property rights, namely, what to do in case of lost and found property, an investigation was carried on involving 2,188 students ranging in age from nine to twenty years. White and colored students were tested, from the fifth grade through the twelfth grade, from fifteen school systems in a midwest and a southern state, in cities from under 1,000 to over 140,000 population.

Results showed that none of the 2,188 students tested could give the state statute covering lost and found property. Although 86 per cent of the students' judgments correspond with court decisions on lost and found property, yet 14 per cent, or one student out of each seven, reported judgments which, if carried out in action, would mean punishment by law. The findings further showed that students accepted certain behavior actions which are not socially accepted or legally approved.

A composite picture based on students' beliefs about general behavior in relation to found property shows the following:

Fifty per cent of the students believe that responsibility for the return of a lost article should be placed jointly on the loser and finder; 64 per cent of the students believe that the average finder would more likely return an article belonging to a friend than one belonging to a stranger; 61 per cent of the students believe the finder would be more likely to return found property to a poor woman than to a rich man; 61 per

cent of the students believe the finder would be more likely to return an article that only the owner could use than an article that anyone could use.

That the amount of effort required to locate the owner should be the basis for reward and not the value of the article is the belief of 63 per cent of the students. Sixty-one per cent of the students believe that the penalty now existing for failure to return lost articles is too severe. Eighty per cent of the students believe that definite laws stating what the finder and loser should do would be helpful.

Ninety-nine per cent of the students state that if they found an article they would not use it or give it away; 62 per cent state that they would pick up found articles; 79 per cent state that they would advertise; and 73 per cent claim that they would look for the owner. The belief that "finders are keepers" is held by as many as seven per cent of the students.

Surely it is not too much to expect that students' knowledge and judgment concerning social problems should improve as the students mature in years, yet these studies on trespass, slander, and property rights indicate that in general neither students' knowledge nor students' judgment improve with their increased age.

Because the problems of slander, trespass, and property rights are universal, are crucial and difficult to solve; because lack of knowledge limits ability to act in accordance with the law; and because incidental teaching, which has been the procedure in matters of this nature in the past, has been ineffective, it seems evident that there is need for teaching students about these legal and ethical problems. Surely to teach an individual to be law abiding and a good neighbor at home is a part of social education.



Occasionally school marks mean less than nothing. Einstein failed in mathematics. Hendrik van Loon failed in history. Grammar schools called Darwin and Rousseau stupid, and dropped them.

“Yes—but you get 3 MONTHS’ VACATION!”

By MAUDE B. HARPER

WHAT DO you mean, “long summer vacations”?

In an article called “Professors’ Freedom”, written by Mr. Donald Slesinger, mentioned among the several lures which have made school teaching one of the easier methods of earning a living were the long summer vacations.

Lest I be misunderstood, I want to say here and now that I agree in all major issues with the arguments Mr. Slesinger sets forth; I am a professor’s wife. That should be enough. But on this question of summer-time leisure, which is merely incidental to the subject Mr. Slesinger discusses, I must take issue. This view of the matter seems to be shared by all outside the field and some within it, including mostly presidents, deans, and other administrators.

For twenty years I have waited and watched for some one to take up this challenge flung in our faces by men and women from the Wall Streeters to the street cleaners. I wonder where anyone, anywhere, ever got the distorted idea that school teachers look forward to their summer “vacations”. Yes—they look forward all right, with dread and a great deal of wondering and planning. (Please don’t confuse summer vacations with sabbatical leaves; there is a world of differ-

ence! Also, differentiate between vacations—and lay-offs.)

To begin with, what is the popular conception of a vacation? Icy mountain streams that leave you breathless and numb. But you are no sissy! You dive right in! Woods, deep and solitary. You are sure your neck will snap as you look up, away up, to glimpse that pin point of sky through the tips of the trees. Beaches resembling bolts of taupe cloth unrolled and smoothed out for your convenience, whether you want to wriggle your toes in the sand or simply lie in the sun and be done to a turn.

Or how about a tent pitched somewhere on the Big Muddy, where you fight chiggers (*trombicula irritans*) all day—and mosquitoes (*culex pungens*) all night? You itch, but it’s fun—and different. Again, a universal favorite seems to be touring, passing up the splendid hotels whose neon lights well nigh hide them, and whose liveried door-men stand at attention, and coming to a halt at night by some tiny overnight cabin, where prices are lower, and beds are harder but you hope, clean. These are only a few. But no matter which style you choose, that precious little thing called money comes in for its share of consideration.

If you are working for a corporation, either in the office or as an executive, you are given at the least two weeks off with pay in which to indulge in your own private brand of recreation. Suitable dates are juggled among you and your colleagues, and granting the proper share of give and take, all of you are eventually satisfied. You draw your two weeks’ pay in advance, wave your farewells, promise to write, and set forth.

EDITOR’S NOTE: *This article concerns the ills to which the teacher is heir during June, July, and August. The author feels that these months represent enforced lay-offs without pay, rather than vacations. Mrs. Harper is the wife of a professor at Illinois State Normal University, Normal, Illinois.*

If you are a doctor, a lawyer or a merchant, and you can afford to take yourself out of the groove for awhile, you hand over the reins to some one else, or lock the door, load up the old jalopy (more likely a new one), and hie yourself off to your favorite haunts. If, on the other hand, you feel the old budget cannot stand the strain, you carry on with your job. What you do is of your own volition. Go away, lose a little business, or a lot of business, or stay at home and make your money. The choice is yours and yours alone.

But not so with the school teacher. Since it is most generally understood that vacationing means doing something different that one wishes very much to do, and carries with it the idea of "with pay", then there is immediately advanced the one good reason why the average school teacher can have no vacation. A combination of state law and school board decrees that a school teacher must live a full year on a nine months' salary. Not a twelve months' salary divided into nine payments, but a nine months' salary stretched over twelve months.

You argue, "A baseball player works fewer months than that," and I answer, "Oh yeah? Well so do movie stars!" Or perhaps you hazard the remark that school teachers make fair salaries and should be able to save enough to live through the summer. You are only rationalizing. I can't go into statistics here, but some day when it's raining and you haven't anything to do, instead

of rummaging through grandma's horsehair trunk in the attic, get a book on teachers' salaries in the United States and read it. It is all published.

Though, for obvious reasons, a vacation trip is tabu for the school teacher, there are other things he can substitute. In fact, one or two he must do. If he has not enough letters behind his name to satisfy the aspirations of the school board, or, in the case of the college teacher, to make the catalog look formidable, he parks the wife and kiddies, if he is so encumbered, with her parents, and once again becomes a college boy. There is usually one little routine matter to be taken care of first. He makes a business call on the friendly local banker, friendly like Shylock, and borrows enough money to see himself and his family through the lean season.

If the academic training is sufficient, the alternative is to fiddle around the home, pretending he is doing something constructive. He too may rationalize a bit at this point by saying that after all home is the only place in which really to rest; that he is glad of an opportunity to do some of the odd jobs he has been wanting to do—reset some shrubs, paint the garage, etc., etc. I say he is rationalizing. No, I will go farther and say he is just plain lying.

So which shall it be, salaries which warrant division by twelve, vacations in the true and popular conception, or continued, forced lay-offs three months of the year?



Walter S. McColley

Walter S. McColley, whose exceptional controversial and satirical articles on secondary education appeared often in *THE CLEARING HOUSE* during the past few years, was fatally injured in an accident on July 3. At the time of his death he was planning an article requested by our editors.

Mr. McColley taught social studies in the Dixon, Illinois, High School. His articles, it seemed, seldom left readers unmoved. We could be almost certain

that when one was published it would draw applause from some, attacks from others.

Readers will probably remember some of the following articles in *THE CLEARING HOUSE* by Mr. McColley: "Modernizing Secondary Education," October 1935; "Feudalism in Education," May 1936; "Shades of Socrates!" October 1936; "The Vestal Virgins of Education," December 1936; "The Great American Industry," December 1937.

What Pupils Prefer in ASSEMBLY PROGRAMS

By RUSSELL C. HARTMAN

THE NEW-TYPE assembly has in late years become an integral part of the organization of many secondary schools. Many benefits and values in the assembly have been assumed but only a few proved. Much has been claimed for the assembly, and yet recent educational literature contains only a little concerning some of the most important aspects of assembly administration.

Once sponsors and principal have defined a central objective for assembly programs, and established contributory aims that will be followed in the realization of the central purpose, the concrete problem of presentation itself faces the committee.

Unless one is gifted with a remarkable aptitude for balance, he will not proceed far before developing a trend or preference toward some one type, or types, of presentation. Others may ponder whether the type of presentation makes any significant difference in securing the favorable response and appreciation of pupils. A study of this problem, made recently at the Oskaloosa, Iowa, High School, may be of interest.

The problem in the writer's own school was to measure the pupils' favorable response to or appreciation of 136 assembly programs given during one school year in terms of "intrinsic nature" of presentation

of the programs. This paper will not be concerned with the technique employed in the measurement of pupils' responses. It will present only the findings.

The bases of intrinsic nature of presentation were grouped as follows:

I. *Talks*: (a) Ethics in Daily Living, (b) Achievement of Success in Worthwhile Pursuits, (c) Citizenship, (d) Travelogs, (e) Guidance (Educational, Vocational), (f) General Information, (g) Recognition of Pupil Success, (h) School Enterprise (Promotion of Activities), (i) "Extra-School" Enterprise, (j) Mixed Type: Recognition of Pupil Success; Educational Guidance.

II. *Music*: (a) Vocal (Glee Clubs, Small Groups, Solos, Small Group and Solo), (b) Instrumental: Band, Orchestra, Small Groups (Saxophone Duet, Brass Quartet, String Trio, Piano Solos, Violin Solos, Marimba Solos, Accordion Solos, Guitar Solos), (c) Community Singing, (d) Mixed Type (Piano and Vocal Solos, Clarinet and Vocal Solos).

III. *Dramatizations*: (a) One-Act Plays, (b) Cuttings from Plays and Operettas (Promotion Enterprise), (c) Skits, (d) Pageants, (e) Fantasies, (f) One-Act Operettas, (g) Declamations.

IV. *Visual Instructions*: (a) Stereopticon Lectures, (b) Motion pictures (general information, specialized information, Human Interest, Historical).

V. *Pep-Meetings*: (a) Main Setting—Skits, (b) Main Setting—Talks, (c) Mixed Type—Skits, Talks.

VI. *Demonstration Talks and Exhibitions*: (a) Dance Recitals, (b) Bird-Song Imitation, (c) Life Saving and Respiration Methods, (d) High Frequency Demonstration, (e) Positive Health Talk; Exhibition of Trained Muscular Coordination, (f) Circus-Clowning, (g) Physical Training Exhibits.

VII. *Special Day Celebrations and Other Mixed Types*: (a) Special Day Celebrations (Music, Prayer, Talks, Plays, Declamations, Community Singing), (b) School Enterprise Talks with Community Singing, Skits, Small Vocal Groups, Piano-Violin Solos, (c) Declamations and Piano Duet, Small Vocal Group, Vocal Solo and Duet, and Tap Dance.

Appreciation of assemblies, grouped on the basis of intrinsic nature of presentation,

EDITOR'S NOTE: *The Oskaloosa, Iowa, High School has made a one-year study of the reactions of its 630 pupils to the 136 assembly programs given during one year. This article is a report of responses, based upon intrinsic type of presentation. The author teaches in the school.*

revealed a highly favorable attitude among all pupil groups generally, toward all types. Marked exceptions, however, were noted, both in the upper and in the lower ranges of appreciation.

Programs developed through various types of visual instruction received consistently and unanimously high appreciation. Pupil responses were virtually the most favorable possible. "Human Interest" motion pictures received the most highly favorable appreciation of any program on the entire calendar of 136 programs.

Stereopticon lectures, and motion pictures presenting both historical and either specialized or general information were a close second in drawing favorable responses from pupils. Dramatic presentations, with the exception of fantasies, generally received

a favorable response from the students.

Appreciations of talks were marked, with especially favorable responses to travelogs, guidance, and school-enterprise programs, in the order named. There were exceptions to appreciation of talks, however, in the school at large and in all groups (Grade XII and the National Honor Society membership excepted), particularly to talks on ethical development, and to those intended to give "general" information in various fields.

An interpretation of these exceptions, however, may be that particular teacher or adviser influences, or course content, or pupil maturity, operates most favorably among grade XII pupils to bring about a higher level of pupil appreciation of programs, either in general or in particular, or both.



Cultural "Road Shows" Go to the Schools at Low Admission Fees

A nation-wide service for the cultural education of students in grade and high school, enabling their attendance at symphony concerts, opera, ballet, drama and other performances of high professional calibre, is announced by Junior Programs, Inc.

Established for three years in the eastern half of the United States and Canada, the service will be extended this year westward to the Pacific Coast. Nearly 300 communities have scheduled performances during the 1939-40 school year by the Cincinnati, Rochester, Cleveland, and Washington, D.C. National Symphony Orchestras, and by touring professional opera, ballet, players, and other companies under the Junior Programs banner. These will be attended by young audiences in school, municipal, and other auditoriums at nominal admissions averaging ten to twenty-five cents. The Junior Programs Service operates on a non-commercial, non-profit plan.

Correlated classroom materials are supplied to schools, consisting of stories for different age levels, sheet music, bibliographies, phonograph record lists,

directions for games and dances, and suggestions for projects of many kinds. They are extensively used in many schools as a stimulus to classroom study, and have been found valuable in encouraging an appreciation for good music and the arts in students.

Junior Programs productions are selected and approved by an Educational Guidance Committee consisting of: Dr. W. Carson Ryan, Chairman, Gordon E. Bailey, Mildred Batchelder, Dr. Jean Betzner, Mrs. Ursula Bringham, Rachel Davis-Dubois, Marion Flagg, Dr. Cecile Fleming, Max J. Herzberg, Rita Hochheimer, Dr. D. J. Kelly, Helen K. Mackintosh, Dr. J. L. Moreno, Dr. James Mursell, Dr. Beryl Parker, Wilson Parkhill, Lilla Belle Pitts, Eloise Ramsey, Ellen Steele Reece, Dr. Mary M. Reed, Dr. Ina Craig Sartorius, Madam Olga Samaroff Stokowski, Dr. Frederick M. Thrasher, Edith Tyrrell, Winifred Ward, Jane Betsey Welling, Gretchen Westervelt, Dr. Hugh Wood, and Dr. J. Wayne Wrightstone.

Information may be obtained from Junior Programs, Inc., 37 West 57th Street, New York City.

PSYCHOLOGY:

Michigan City High School's course keeps
in touch with the pupils' daily lives

By
T. L. ENGLE

RECENTLY there has been a growing interest in the introduction of courses in elementary psychology at the high-school level. Certainly such courses may well fit into modern theories of education.

The writer has had the privilege of introducing courses in elementary psychology in the Michigan City, Indiana, High School. The following suggestions have grown out of his experience in teaching that subject to seniors.

The high-school teacher of psychology should not feel driven to cover the same topics as are usually covered in college courses. The course should be one which can function in the daily lives of the students. Even for those who are going on to college it should not be primarily a preparatory course for advanced work. Details of neural anatomy, historical theories, and

views of the various schools of psychology may be of interest to the advanced student, but psychology has so much to offer that most of this material may well be omitted for high-school pupils.

After giving a brief introduction to the general field of psychology the writer has found it interesting and profitable to ask students to suggest topics for discussion in class during the remainder of the course. Such suggestions are almost certain to contain something of the spectacular—but with a wholesome foundation of interest in practical applications of psychology in business, popular fallacies, personality, and social problems.

The following topics are those which have been suggested most often to the writer by pupils: love, hypnotism, phrenology ("Knowing all about yourself from the bumps on your head"), astrology, intelligence (including what students consider to be the mysterious I.Q.), advertising, salesmanship, personality ("How to make people like you"), abnormal personalities ("Queer people"), mental telepathy, the lie detector, crime, drunkenness and other drug habits, the so-called social diseases, and dreams.

Certainly such topics can easily and profitably be included in an elementary course in psychology.

As was stated above, love has been found to be a topic which pupils wish to discuss. The question may be raised as to whether or not high-school pupils are mature enough to consider this topic. Before taking up the topic in class the writer has made it a practice to ask pupils to answer the following question on an unsigned questionnaire, "Are you in love? Answer by Yes, No, or ?".

EDITOR'S NOTE: *The author writes: "This course was well received when introduced in the high school, and the demand for it grew in leaps and bounds. Almost every pupil who took the course indicated on his graduation personnel blank that Psychology had been his favorite high-school subject." Mr. Engle developed and taught this course at the Michigan City, Indiana, High School. Last fall the author left the school to teach psychology and education courses at the Indiana University Extension Center, Fort Wayne, Indiana. M. C. Murray, superintendent of schools of Michigan City, made certain to choose a successor who was qualified to carry on this course—and asked Mr. Engle to write this report for THE CLEARING HOUSE.*

In one group of 33 seniors it was found that 10 (30.3%) answered by "No", 13 (39.4%) were uncertain and answered by "?", 10 (30.3%) gave the definite answer "Yes". In another group of 60 seniors the question was asked, "Have you ever been in love? Answer by Yes, No, or ?". Replies indicated that 11 (18.3%) had never had the experience, 6 (10.0%) were uncertain, while 43 (71.7%) were certain that at some time in their lives they had been in love.

Adults may smile at these figures, but is it not sound pedagogy to teach that which is in accord with the experiences and interests of the pupils?

In all such pupil suggestions care must be taken to lead up to the expression of opinion so that sincerity will be assured. It is probably wise not to permit students to discuss the questions among themselves before they turn in their questionnaires, otherwise the opinions of a few leaders may be obtained instead of individual opinions. The writer has found high-school pupils not only willing but eager to discuss sincerely the problems of love, including matters of sex education. The discussion of love need not be limited to the conjugal aspects but may be broadened to include parental love, filial love, altruism, patriotism, humanitarianism, and reverence.

The course in psychology can be effectively correlated with the guidance work of the school. High-school pupils may not be interested in theories of personality and the statistics of its measurement but they are very much interested in learning about their own personalities and the personalities of their friends.

A number of inventories on the market provide excellent bases for the teaching of the psychology of personality as well as offer a personal service to the student. Further pupil guidance can be effected by discussions of aptitudes, abilities, interests, attitudes, and social conduct. This discussion may well include giving a battery of inventories in these fields. Of course this

should be followed by personal interviews. By such means guidance may be changed from a faculty-dominated enterprise to a cooperative enterprise.

It is not necessary and probably not desirable to include in a high-school course much of the experimental work as it is often found in college courses. However, some simple inexpensive experiments will add to the interest and value of the course.

For example, the work curve showing fatigue can be demonstrated quite easily by merely having students write certain letters rapidly and continuously for fifteen or twenty minutes, marking their progress every half minute or minute and graphing the results by intervals. Every class is almost sure to contain some amateur photography fans. Some stereoscopic pictures made with an ordinary camera can be used in an interesting presentation of space perception.

The normal frequency distribution can be worked out by a number of simple experiments; for example, students may measure the heights and weights of a large number of their classmates. One student working under the writer secured a very effective graph by counting the number of peas in pods.

Learning curves may be obtained from work with puzzles which students can furnish. The course in psychology can easily be correlated with such courses as typing and shorthand by having students make progress curves for their own practice. One pupil obtained some very interesting material by having a friend count the number of mistakes made in varying periods of practicing on the piano. Without extra expense to the school the physics laboratory can furnish equipment for some simple experiment in such fields as visual and auditory sensation.

At the close of each course the writer has made it a practice to have students submit, on unsigned sheets, suggestions for improving the course. The outstanding suggestion for courses in psychology has been that there

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be more experiments; these experiments to be of two kinds: (1) those performed by every member of the class, (2) those performed by individuals or committees, with reports of results to the class.

Field trips and special reports by individuals, committees, or an entire class can be used to supplement the textbook presentation. A number of moving pictures are available for use. The writer has found such a picture as the work of Gesell in child psychology an effective means of demonstrating advanced psychological techniques to high-school pupils.

Formal research on the effects of movies on children cannot be undertaken by high-school pupils. However, attention can be drawn to the problem and constructive interest created in it by suggesting that students take their young brothers and sisters or other children to the movies, carefully noting the children's reactions at the time and later.

Visits to mental hospitals, fortune tellers of various kinds, and spiritistic meetings may clear up many misconceptions if, and only if, properly prepared for in advance. Desirable attitudes toward the problems of mind reading, character analysis, astrology, memory systems, will-power, and get-rich-quick schemes may be developed by having students answer advertisements and critically evaluate the replies. Commercial stu-

dents may find that analysis of advertisements and sales talks will correlate with some of their other work.

One of the greatest obstacles to the introduction of psychology at the high-school level is the lack of textbook material definitely written for high-school pupils by psychologists who not only know psychology but have had training and experience in secondary education. Recently there have been published several books which admirably present the problem of personal and social adjustments for high-school pupils, but in the writer's opinion there is still a need for texts in general elementary psychology written from the point of view of modern educational theories.

Also, it is to be hoped that before long there may be published a professional journal for teachers of high-school psychology. Is it still too much to hope for a student journal of psychology written from the point of view of the interests and abilities of the readers?

No doubt the writer is prejudiced in his desire to see a course in psychology introduced in the curriculums of more high schools, but it does seem that such a course could well be made to correlate with other subjects and that it would be more in accord with present-day trends in education than some subjects now holding time-honored positions.



A Forum on Radio Experiences

The National Council of Teachers of English is preparing to issue a volume on "Radio and the English Teacher". This will replace the brochure with the same title issued by the Council about a year ago, the supply of which is exhausted. It will endeavor to orientate teachers in this new and important field and to provide them with practical procedures.

The most important section of the book will be

one called "An Experience Forum: A Record of Experiments and Projects". In this will appear as many first-hand accounts as can be obtained of direct use of radio in English classes.

If you have made use of radio will you contribute? Prepare a summary of your experiment or project and send it to Max J. Herzberg, Chairman of the Radio Committee, at Weequahic High School, Newark, N.J.

SCHOOL NEWS DIGEST

Edited by THE STAFF

The following statistical danger signals are listed by *Survey Graphic* in announcing a special number, "Schools: The Challenge of Democracy to Education", for October: 30,000 poor school districts serving 3,000,000 children are forced to curtail their school year by 3 months; 2,400 schoolhouses are locked for the year; 12,000 more schoolhouses will be locked if teachers demand full payment of salaries; 1,400,000 pupils sit in schoolhouses condemned as unsafe or unsanitary; 1,000,000 attend classes in tents, lodge halls, stores; 500,000 go to school only half a day because of lack of space; 800,000 attend no school because their neighborhood is too poor to provide one or they are too poor to go.

Optimism pervades what is presumably the major release from the U. S. Office of Education on the opening of schools. The back-to-school movement of 33,000,000 men, women, and children is a back-to-work movement bringing the biggest business boom in months. Education represents an investment of more than \$12,000,000,000, an annual expenditure of about \$2,659,000,000. That's less than 10 cents a day for each person of voting age in the country.

Six-man baseball has appeared in the wake of six-man football, which has spread in 4 years to 2,500 schools. Stephen Epler, originator of both ideas, demonstrated the new one this summer at Teachers College, Columbia University. Played on a triangular field, six-man baseball is suitable for either the hard or the soft ball versions. Simple organization, inexpensive equipment, smaller space requirements, and an opportunity for every boy to play every position are the virtues claimed. Rules of

six-man baseball may be obtained from *American Boy*, New Center Building, Detroit, Mich.

A Code of Ethics dealing with textbooks, prepared by a committee of Illinois school men and publishers' representatives, has been approved by the City Superintendents Association of Illinois. Among the 17 points are the following: Secret textbook committees may not be unethical, but are questionable. It is unethical (and illegal) to reproduce for school use material from any copyrighted book unless expressly permitted by the publisher. It is unethical for a superintendent to request, or a representative to offer, free desk copies.

Possibilities of group insurance for all West Virginia school-boy athletes will be investigated by the High School Principals Association of that state.

A blow at the growing tendency of Colorado teachers toward open expression and action on political matters is allegedly one intention of a bill introduced in the State Legislature. It provided that "any public employe", excepting those *elected* to office, and county and municipal workers, be prohibited to engage in any political activity or to advocate or campaign for political issues or candidates. These are constitutional rights ordinarily enjoyed by all citizens. The Legislature adjourned without taking action on the bill.

A new experimental plan of rating teachers in Washington, D.C., public schools attempts to gauge teaching success and the teacher's relation to the school and the community, as well as professional growth and

(Continued on page 64)

➤ EDITORIAL ➤

Confidentially Speaking

NOW THAT we have entered our fourteenth year of publication we believe that we are justified in assuming that we are almost grown. Even if we can't vote as yet we do have our ideas about things.

But being mature carries heavy responsibilities. Well do we know that many of our readers have accused us of infantilism and may continue to do so. But as far as that goes, we have been accused of practically everything. And while we are on the theme of accusations, we want all of our readers to know that we have enjoyed the letters of disapproval almost as much as the letters of approval, and that probably we have learned more from the knocks than from the boosts.

We hope you will keep your good right arm in shape for the months to come and that you will "let us have it" when you don't like what we do. Now, don't think that we are peculiar because we like to get slapped—but we are different. THE CLEARING HOUSE has attempted always to be what its name implies—a clearing house for ideas and practices pertaining to American junior and senior high schools. If we live up to this purpose we are compelled to publish many articles that even we don't like; so when you write in, condemning something we have published, the chances are good that one or more of the editors didn't like it either.

We are proud of our record in one respect as we look back over the years—we have never knowingly "pulled our punches." To be sure we have hit a few blows below the belt without intending to do so, but when we have done this we have been prompt to apologize.

We believe that our readers are a select

group, and our advertisers seem to agree with us. We believe that our readers want us to publish good articles that strike at the very heart of the problems being considered. Of course, we lose subscribers when such articles hit too hard, but we almost always gain more than we lose. In other words, our policy is not only good—it seems to pay.

We are not as yet secure as far as subscriptions are concerned, but we are in a better position than we have ever been. Our circulation has increased gradually but consistently. During our first years we did much as Charlie McCarthy did with his publication—we rubbed ourselves to keep up circulation.

Probably we have neglected one type of article. Was this a mistake? During the years, we have published few articles that have given the results of "counting studies." In other words we have never wasted much ink on studies showing the percentage of pupils who chew their pencils or the number of principals who get to school at 8:30 rather than at 8:35. We don't presume to say that such studies are unimportant—we just think that our readers don't particularly like them.

We practically never publish a "probable error." In fact, we have been accused of not knowing what one is; and to tell the truth we might have to get out the books to define it. Again, we assure you that we are not scoffing. Certainly there is a place for much controlled experimentation and the results should be published. We just devote our pages to other types of material.

And now as we look forward to the fourteenth year of publication we realize that schools and teachers must pinch their pennies. We realize that THE CLEARING HOUSE

must "run a little faster to stay where it is," and we must have an abundance of help. Will you write to us when the spirit moves? Tell us what you want us to publish; how we are conservative or radical or just plain stupid; how you have made use of THE CLEARING HOUSE. Tell us anything—but just don't ignore us. We can't agree to please always, but we shall try. For instance, one of our subscribers—a schoolmarm from Iowa—wrote in for an escort to the World's Fair, and even though all the editors were out of town the office staff fixed her up. This subscriber thinks we can work wonders—and after we saw her we were inclined to agree. After all, we did arrange for her escort.

From time to time we have restated the policy of THE CLEARING HOUSE that was

published in the September 1929 issue—the first one under the present editorial board. That policy is as much a part of our guiding philosophy today as when it was first published:

As its name and subtitle imply, THE CLEARING HOUSE undertakes to stress the progressive practices of secondary schools and the significant points of view of those who are actively engaged in dealing with the vital problems of adolescent education. The editors will welcome explanations of innovations, programs for educational developments, and discussions of procedures, whether favorable or unfavorable to policies advocated by writers in these pages.

Editorials are usually signed, and represent the present beliefs of the writers. No unity of opinion will be maintained in these columns, except as the various editorial writers may agree among themselves.

F. E. L.

The Seeing Eye

ABOUT two decades ago the North Central Association of Colleges and Secondary Schools set up a "Commission on Unit Courses and Curricula". It has recently been renamed, in harmony with the expansion of its responsibilities; but that is not a part of this story.

Apparently it was intended that this Commission should try to make a quantitative definition of the Carnegie Unit in the various subject matter fields. What it actually did in that direction does not seem to have been important. But it is to the credit of the Commission that it soon saw that the phenomenon of individual differences made quantitative definitions impossible. It thereupon broadened its view of the problem and turned to a qualitative consideration of the present-day high-school curriculum.

In due time the Commission brought forth an analysis of the human needs which high-school education should serve. It was

a short list, shorter than any of the other well-known lists:

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| Health | Use of Leisure |
| Community Living | Vocation |

Now its authors are entitled to an orchid as a testimonial to their vision. If a recent publication of the American Youth Commission presents the situation accurately, the youth of this country see the thing now much as these educators did then.

In *Youth Tell Their Story* there are many interesting things. Among them is Director Homer Rainey's list of deductions from the survey. Five of these deductions have to do with youth's needs as responsibilities of the school. One of these is guidance, which after all epitomizes the whole spirit of education, and the other four are identical with those listed by the North Central's Commission.

When high schools are ready to set out deliberately and directly to serve youth's needs, here is a pattern.

H. H. R.

SCHOOL LAW REVIEW

Teacher Tenure and Retirement

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

Tenure for teachers has been on the increase of late. New laws have provided a better system for protection of teachers against political machinations and the attacks of disgruntled members of a community who seem to forget that education is primarily a matter of state rather than local concern.

Tenure has freed the teacher from a lot of petty and unnecessary control and given a freedom to teach and educate children in a larger way.

Every teacher should realize the added benefits of tenure in promoting the interests of children and maintaining a high professional attitude, a wholesome respect for childhood, and dignity and earnestness of personal conduct befitting the calling of teaching. Teaching is a job that requires the greatest skill and most exact training for public service. Tenure has made it possible for the teacher to be truly worthy of his profession.

The claim, so often erroneously made, that unworthy teachers are retained in service because of tenure, finds no substantiation in the various tenure laws and court decisions. Definite and specific provisions are made for the dismissal of unfit teachers, and where boards of education and superintendents have impartially, honestly, and without prejudice or personal feeling brought action according to the provision of the law against teachers on tenure and proved their unworthiness, the courts have without question or exception upheld the dismissals. No court will permit the abuse of the tenure statute by personal and political whims, however.

A further claim, frequently agitated today because of ignorance of the provision of the tenure laws, is that with the decreasing numbers of children in our schools, the school system will be overloaded with teachers on tenure. Those who make this claim should be more conversant with the tenure statute and the courts' decisions. Invariably tenure statutes provide that where positions are abolished because of a decreased number of pupils, teachers on tenure may be legally dismissed.

Restrictions are often placed upon teachers that would be considered obnoxious and un-American by the very persons who demand such restrictions. Tenure of teachers is preventing those unnatural restraints so frequently imposed on teachers and frees the teacher to be a human being like other people.

The benefits of tenure for teachers more than offset all the disadvantages and give the profession a higher standard of performance, but at the same time impose a greater duty and responsibility upon the teacher.

Tenure Act a Contract

In 1927 Indiana adopted the Teachers' Tenure Act, which provided that a teacher who had served under contract for five or more successive years and, thereafter, entered into a contract for further service with the school corporation, should become a permanent teacher and the contract should be deemed to continue in effect for an indefinite period. The board could cancel the contract after notice and hearing for incompetency, insubordination, neglect of duty, immorality, justifiable decrease in the number of teaching positions, or other good or just cause.

By an amendatory act of 1933 township school corporations were omitted from the provisions of the act of 1927. A teacher who failed to be reappointed in a township school and who had served for more than five years claimed that the amendment was unconstitutional as impairing the obligations of her indefinite contract. The Supreme Court of Indiana decided that tenure was not contractual but a mere privilege granted by the State.

The teacher appealed from this decision to the United States Supreme Court, which held that the repeal by Indiana of the Teachers' Tenure Law as it applied in township schools was an unconstitutional act. Teachers who have acquired a permanent teacher's contract, that is, have obtained tenure under the Act, are protected by the contract laws of the Federal Constitution.

Mr. Justice Roberts wrote the opinion which, in part, held:

"The court below holds that in Indiana teachers' contracts are made for but one year; that there is no contractual right to be continued as a teacher from year to year; that the law grants a privilege to one who has taught five years and signed a new contract to continue in employment under given conditions; that the statute is directed merely to the exercise of their powers by the school authorities, and the policy therein expressed may be altered at the will of the legislature; that in enacting laws

for the government of public schools the legislature exercises a function of sovereignty, and the power to control public policy in respect of their management and operation cannot be contracted away by one legislature so as to create a permanent public policy unchangeable by later legislatures.

"As in most cases brought to this court under the contract clause of the Constitution, the question is as to the existence and nature of the contract and not as to the construction of the law which is supposed to impair it. The principal function of a legislative body is not to make contracts but to make laws which declare the policy of the state and are subject to repeal when a subsequent legislature shall determine to alter that policy.

"Nevertheless, it is established that a legislative enactment may contain provisions which, when accepted as the basis of action by individuals, become contracts between them and the state or its subdivisions within the protection of Article I, Section 10. If the people's representatives deem it in the public interest, they may adopt a policy of contracting in respect of public business for a term longer than the life of the current session of the legislature.

"The State long prior to the adoption of the Act of 1927 required the execution of written contracts between teachers and school corporations, specified certain subjects with which such contracts must deal, and required that they be made a matter of public record. These were annual contracts, covering a single school term.

"The Act of 1927 announced a new policy, that a teacher who had served for five years under successive contracts, upon the execution of another was to become a permanent teacher, and the last contract was to be indefinite as to duration and terminable by either party only upon compliance with the conditions set out in the statute. The policy which induced the legislation evidently was that the teacher should have protection against the exercise of the right, which would otherwise inhere to the employer, of terminating the employment at the end of any school term without assigned reasons and solely at the employer's pleasure. The State courts in earlier cases so declared."

In the case of the *School City of Elwood v. State, ex rel. Griffin et al.*, 203 Ind., 626, 180 N. E. 471, it was said:

"The position of a teacher in the public schools is not a public office, but an employment by contract between the teacher and the school corporation.

"The tenure act permits a teacher to cancel his contract at any time after the close of a school term up to thirty days and prior to the beginning of the next school term, provided five days' notice is given, and appellant contends that there was no contract

between appellee and appellants for the reason 'that a contract which does not bind both parties binds neither of them'.

"This proposition is undoubtedly supported by the law of contracts. But there is nothing in the law of contracts to prevent one party to a contract granting to the other the privilege of rescission or cancellation on terms not reserved to the former party. The local school corporations are agents of the state in the administration of the public schools and the General Assembly has the power to prescribe the terms of the contract to be executed by these agents."

The United States Supreme Court also held "... that the decision in the case of *Phelps v. Board of Education*, 300 U. S. 319, and the Act there considered did not create a contract and was not, as the court below suggested, authority for a like result here. *Dodge v. Board of Education*, 302 U. S. 74, was distinguishable, because the statute there involved did not purport to bind the respondent by contract to the payment of retirement annuities, and similar legislation had been construed by the courts as not creating contracts."

The Indiana board of education contended that every contract is subject to the police power and that in repealing the Teachers' Tenure Act the legislature validly exercised that reserved power of the state, but the United States Supreme Court disposed of the argument in the following quotations:

"The sufficient answer is found in the statute. By Section 2 of the Act of 1927 power is given to the school corporation to cancel a teacher's indefinite contract for incompetency, insubordination (which is to be deemed to mean wilful refusal to obey the school laws of the state or reasonable rules prescribed by the employer), neglect of duty, immorality, justifiable decrease in the number of teaching positions, or other good and just cause. The permissible reasons for cancellation cover every conceivable basis for such action growing out of a deficient performance of the obligations undertaken by the teacher, and diminution of the school requirements."

"Our decisions recognize that every contract is made subject to the implied condition that its fulfillment may be frustrated by a proper exercise of the police power, but we have repeatedly said that, in order to have this effect, the exercise of the power must be for an end which is in fact public, and the means adopted must be reasonably adapted to that end, and the Supreme Court of Indiana has taken the same view in respect to legislation impairing the obligation of the contract of a state instrumentality."

State of Indiana ex rel. Dorothy Anderson v. Harry Brand, 38 S. Ct. 443; 113 A. L. R. 1482. (January 31, 1938)

BOOK REVIEWS

PHILIP W. L. COX, *Review Editor*

A Handbook for Teachers, by JOSEPH S. BUTTERWECK and GEORGE A. MUZZEY. New York: E. P. Dutton and Company, 1939. 218 pages, \$2.75.

It is not uncommon to hear a teacher say, "I learned more during my first year of teaching than I did in all the education courses I took before I got a job." And those of us who supervise practice teachers are repeatedly told by our students that their courses in educational theory were little more than compounded confusion until the theory came to life in a real teaching situation. The trend in teacher training is assuredly toward more supervised practice and away from the kind of pedagogical academics that tend to become ends in themselves, unrelated to the actual job of teaching boys and girls.

Dr. Butterweck and Dr. Muzzey have made a contribution in a field where there is a great need for books that will aid the student-teacher or beginning teacher to integrate his theoretical knowledge for application to classroom situations. *A Handbook for Teachers* is valuable especially because it is not just another book about recitation, assignment, and preparation. It deals adequately with these, but it emphasizes the organismic principle, the child as the center of instruction, the child from a home and a community, the child with interests and purposes of his own. It makes clear that the teacher is a commissioned officer in a larger scheme of things than a penitential regimen of lesson-learning. The concluding chapter or "unit" of the handbook is entitled "Adjustment to Professional Life".

The book is certain to be of help to beginning teachers who must learn one way or another that success ultimately rests on many other factors besides those presented in the conventional courses in practice teaching, depends on tactics as well as techniques, depends on the whole teacher, not on the school-master elevated above the others while he is on his dais.

J. C. D.

Citizenship in Our Democracy, by J. CECIL PARKER, C. P. PATTERSON, and S. B. MCALLISTER. Boston: D. C. Heath and Company, 1939. 399 pages, \$1.20.

A realistic understanding of the world in which the pupil lives, its tensions and problems and its ideals and traditions, is the aim sought by the authors of this book. Part I deals with the individual

citizen and the group; Part II explains how individuals through the agency of groups provide services requiring cooperative action; Part III extends these concepts to government; Part IV deals with the Constitution; and Part V is entitled "Achieving Our Ideals". Each chapter closes with a list of things to do and to know. The text is thus a very valuable social civics.

American Social Problems, by S. HOWARD PATTERSON, A. W. S. LITTLE and H. R. BURCH. New York: Macmillan Company, 1939. 568 pages, \$1.96.

This basic text in senior-high-school social studies, although facing frankly the darker aspects of contemporary American civilization, follows, nevertheless, a wholesome and natural approach to our economy as a whole. The book consists of eight units, preceded by an introductory unit dealing with social life and group culture and a concluding unit dealing with social control and social progress. Each of the units is subdivided into chapters treating specific issues or aspects; each chapter is illustrated with pictures and excellent diagrams. Throughout the text the necessity of a scientific point of view in the study of social problems is emphasized and exemplified. It is a book to be seriously considered for use in every American community.

Growing in Citizenship, by JEREMIAH S. YOUNG and EDWIN M. BARTON. New York: McGraw-Hill Book Company, 1939. xx + 822 + lii pages, \$1.76.

Good things may come in small packages, but civics textbooks must be large in order to include the material used in the courses of today. This is such a book.

Unit I is entitled "The American People and Their Basic Institutions"; Unit II is "Community Activities and Social Ideals"; Unit III is "Government of the People, by the People, and for the People"; "Working Together to Make A Living" is the subject of the fourth unit; and Unit V is "The World of Work and One's Place in It". The last unit is called "Managing Our Lives and Finances" and is followed by a very short concluding chapter, "Growing in Citizenship".

The book has a wealth of new photographs and appropriate charts and cartoons. It is very readable, not too difficult, and nicely printed and bound.

As can be seen from the unit titles, half the book

is devoted to work, economics and industry. One chapter is devoted to guidance and is called "Earning a Living". There is very little treatment of consumers' problems from the standpoint of brands, tests and standards. In the part dealing with political problems, the treatment of local government and its problems is very brief.

Altogether, however, the book offers a treatment of government, sociology and economics at the ninth-grade level in a quite comprehensive manner, with all the teaching aids that can be reasonably included. Teachers of civics will welcome this refreshingly new book in the field.

EDWARD J. LESSER

Introducing the Past, by RACHEL REED. Boston: Little, Brown and Company, 1939. xiv + 651 pages, \$1.68.

The Nations Today, by LEONARD O. PACKARD, CHARLES P. SINNOTT and BRUCE OVERTON. New York: Macmillan Company, 1939. viii + 727 pages, \$2.

Very often in American high schools the teacher of a course in social studies finds himself needing a formula for the presentation of material. Particularly in history, time is pressing and there is great difference of opinion as to values and emphasis. Reed's book aims to provide a formula in presenting a first course in history to entering students.

The pattern of the past which this book presents

is based on the idea that every civilization is always seeking satisfaction for its basic needs—economic, political, intellectual, artistic and religious. The changing forms which these satisfactions take provide a clue to the understanding of each period, without imposing moral judgment upon it. Since the author feels that "modern civilization stems directly from the Roman and that the Romans got their ideas from the Greeks and the Hebrews", the book does not include any mention of the Far Eastern or American early civilization. On the other hand, "it is impossible to understand even the language of modern times without at least speaking acquaintance with the ideas of the Greeks and the Hebrews," who have been given seven chapters. The work ends at the beginning of the industrial revolution.

Each unit in *Introducing the Past* is a week's work, and the units can be telescoped for a shorter term by selecting certain of them for connective reading between key units which can be studied intensively. In general, Reed has successfully produced a convenient textbook which should be a boon to those who are bothered by the complexity of history.

Turning from the past to the present, *The Nations Today* deals primarily with man as an individual and as a member of society in a common environment for which Nature sets the stage. The book gives a realistic picture of the physical surroundings of men in the various regions of the

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world, and a survey of the natural forces with which their lives are in harmony or in conflict. It shows man and Nature working together with beneficent results, points out the obstacles man has had to overcome in his contest with untoward natural surroundings.

Its theme is what men do for a living, what progress they have made, how they are adjusting themselves in an interdependent world, and what problems the future holds for them. As the present cannot be divorced from the causating past, geography has been linked with history in portraying mankind's progressive advancement.

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JOSEPH S. ROUCEK

Living With Others, by LAURENCE B. GOODRICH. New York: American Book Company, 1939. 279 pages, \$1.

Youth eagerly desires security; hence, the frequent pose of sophistication. This book is written to help high-school boys and girls to engage naturally and with a minimum of affectation in their social relationships. It is written in clear idiom. The illustrations are very effective.

Introduction to French Grammar, by GEORGE BALL, EDWARD MEYLAN, and CLARICE BALL. Edited by DR. FREDERIC D. CHEYDLEUR. Boston: Houghton Mifflin Company, 1938. xviii + 430 pages, \$1.90.

This book is designed for college preparatory and first-year college classes. Its forty lessons give complete and clear treatment of all the phases of first-year grammar. The carefully selected vocabulary of 1,624 words conforms closely to the Vander Beke list and the Basic French Vocabulary. The short French reading exercise in each lesson is carefully planned to illustrate the grammatical and syntactical points taught. Exercises are chiefly of the translation and completion type. The eight review lessons are followed by additional reading material which includes, in slightly simplified form, the satirical tale "Micro-mégas" by Voltaire.

The authors are to be especially commended for the informal discussions of language difficulties and grammatical stumbling-blocks. Grammar is not taught by memorization of rules, but by thorough

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explanation in non-technical English and the use of clear, illustrative sentences in French. The book has been planned to appeal to the mature student. Its cover and general format are attractive, and its maps and illustrations excellent. MILTON BARALL

Science Experiences with Inexpensive Equipment, by C. J. LYNDE. Scranton: International Textbook Company, 1939. xiii + 258 pages, \$1.60.

Science teachers, in these days of pared budgets, have you been thinking your own usefulness was impaired? If so, this book, the second in a series by the same author, may help you in reestablishing science in its proper place in the general scheme of school activities.

This book describes and explains two hundred new science experiences and indicates how the young scientist may be lead along the way of experimentation on an elementary level. The first eighty-five of these experiments use home equipment exclusively; the remaining one hundred and fifteen require quite inexpensive equipment. GLENN S. THOMPSON

Marihuana, by ROBERT P. WALTON. Philadelphia: J. B. Lippincott Company, 1938. ix + 223 pages, \$3.

Under the sub-title "America's New Drug Problem", this book by Dr. Walton is a well documented survey of the history, spread, and increasing seriousness of the effects of the use of marihuana. The status of the marihuana vice in the United States (Chapter III) is such that school people generally would do well to become acquainted with the facts. Insofar as the affirmations set forth in this book are an accurate reflection of the true situation in certain localities (these are described), to school officials who take their social obligations to their children seriously more than a mere acquaintance with the facts is a necessity. Reading and study of this book should be a good first step in the direction of formulating a program of cure and prevention.

GLENN S. THOMPSON

The Art of Enjoying Art, by A. PHILLIP McMAHON. New York: Whittlesey House, 1938. 319 pages, illustrated, \$3.

This is no textbook for a high-school course in art appreciation. It is a book with unusual potentialities for the relatively few high-school students whose reading and comprehension is definitely adult. Professor McMahon writes with a compact literary style, deals with the abstract refinements of art without diluting his treatment with the sentimentalities that make up most books on art appreciation, and offers us a book which has both form and substance. In the matter of form he has had the intelligent

cooperation of the publishers, for the book is designed and printed in the best modern style. The illustrations could not be better unless they were in full color, which the publishers could not manage, of course, in a book designed for sale at a popular price. Such a book as this has a claim on the interest of all persons who have even a vague notion of the significance of art in our culture and an active interest in learning the deeper meanings with which fine art is invested, perceptible only to those who have been initiated. J. C. D.

Unified American Government, by JEREMIAH S. YOUNG and ELIZABETH YOUNG WRIGHT. Revised Edition. New York: McGraw-Hill Book Company, 1939. xii + 580 pages, \$1.48.

A Study of the Constitution of the United States, by GEORGE ALLAN MCKISSON. Bloomington, Ill.: McKnight and McKnight, 1939. 98 pages, 48 cents.

Living Together in My Community, by HOWARD C. HILL and HAROLD A. ANDERSON. Boston: Ginn and Company, 1939. vi + 183 pages, 72 cents.

Judgment Test on Safe Driving Practices, by AMMON SWOPE. Bloomington: McKnight and McKnight, 1939. 8 pages, 6 cents (\$3.50 per 100).

Young and Wright hold that modern government is rooted in the prevailing economic and social conditions of society, that "a large part of government is applied economics and sociology". They present the leading phases of our government—national, state, and local—together, or unified. An attempt has also been made to connect government with the historical events upon which it depends for vitality and proper understanding. Only so much comparative government is introduced as will make our own political institutions significant.

The result is good. The book makes a definite contribution to a sound political training.

McKisson's workbook has a narrower purpose, aiming to help students and individuals acquire a fuller understanding of the United States Constitution and "to derive real enjoyment in the study of it". The book can be used independent of any other book as it carries the Constitution in full, and sufficient material is contained to satisfy the needs of schools where a study of the Constitution is required.

Hill and Anderson's workbook is the outgrowth of efforts to apply the laboratory method to the study of civics. It is based upon the belief that the study of community life and civic problems as presented in textbooks needs to be supplemented by an examination and investigation of the actual life and specific problems of the neighborhood in

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which boys and girls live, that the activities of the classroom need to be linked with the activities of the community. The work provides definite and worthwhile enterprises and projects that will enable students to utilize effectively the rich storehouse of material that lies all about them. It contains plans for institutional studies as well as civic problems for investigation, suggests numerous ways in which boys and girls may participate in community betterment, built on a recognition of the fact that the community is to be regarded not as a place for mere observation but also as an opportunity for service.

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JOSEPH S. ROUCEK

American Saga, The History and Literature of the American Dream of a Better Life, by MARJORIE BARSTOW GREENBIE. New York: Whittlesey House, 682 pages, \$4.

American Saga is a thrilling volume. Perhaps never before has the American scene been treated in exactly the way Mrs. Greenbie treats it. By careful, discriminating, and, sometimes, sentimental selection of a great variety of little known material, she relates the unique history and aspiration of America. By intelligent interpretation she suggests much of the old civilization out of which this country developed.

Though the author tries to record faithfully the history of the different sections of America, her most thrilling section deals with the development of the West. Here, especially, her source material is rich and varied. This area and New England Mrs. Greenbie apparently knows, and likes, better than the South. Even the Civil War receives proportionately little attention, despite its significance from a literary viewpoint.

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freedom for the individual. Her major criterion for selection of material was that the "literature portray the dream of a better life". Perhaps never before has there been so great a need for such a compilation.

DOROTHY I. MULGRAVE

Fulcrum of Conflict: A New Approach to Personality Study, by DOUGLAS SPENCER. Yonkers, N.Y.: World Book Company, xii + 306 pages, \$2.40.

In addition to a survey of the present status of personality measurement, this book presents the findings of a quantitative study of personality conflict among normal subjects, together with a full bibliography of the literature of psychology on the subject.

Dr. Spencer presents a new hypothesis and a proposal for measurement of personality. More specifically, he investigated certain aspects of the methodology of personality test construction on the assumption that no satisfactory index of personality can be found by adding together responses made by a subject. Frequency and intensity of experiences on the part of subjects are not significant unless related to backgrounds and expressed goals, and many behavior reactions which externally are inconsistent may be quite consistent in the light of the motives and purposes of the individual. When we interpret a child as being poorly integrated, we may be assuming that he is acting upon the same principles we would operate upon, and, thus, we would fail to get at the foundation of his integration or disintegration by neglecting his subjective factors.

Therefore, Dr. Spencer builds his test hypothesis on the assumption that conflicting expressions by adolescents are significant cues (fulcrum) to the personality under consideration. The subject expresses his own ideals and aspirations, his understanding of the ideal or practices of his father, mother and closest associates and what he deems to be their beliefs.

The examinee then indicates his best judgment as to his own practices or conduct expressions in the situations mentioned by the test exercises. The conflict is between what the subject thinks *should be* and what he thinks is his own reaction in a certain suggested situation. These situations are more or less specific; some refer to smoking, drinking, skill in dancing, and others to such general estimates as happiness, health, popularity, etc.

The test as given to some 200 adolescents manifests a reliability coefficient of about .91 or .92, which is high enough for dealing with groups and perhaps for detecting individuals for clinical research. The range or correlation between different parts of the test is from .56 to .82.

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SCHOOL NEWS DIGEST

(Continued from page 52)

attainment. The old rating plan concerned itself with teaching efficiency, administrative efficiency, and personal characteristics.

The tentative budget of the Los Angeles, California, Public Schools for 1939-40 allots more than twice as much money for library books and textbooks as was spent in 1935-36, although the total budget for the new school year will be only about 35 per cent higher than it was in 1935-36. During the four-year period the allotment for books has risen steadily to its present peak.

Theme of American Education Week, November 6 to 11, is "Education for the American Way of Life." Posters, stickers, leaflets, packets containing special programs and materials for each public-school level, and further information, may be obtained from the National Education Association,

1201 Sixteenth Street N.W., Washington, D.C.

In 1938-39, Junior Reserve Officers' Training Corps units were maintained in 82 public high schools. The training courses for these units, which enrolled 52,660 cadets, are required by Federal law to be incorporated into the curriculum. Most educational organizations, including the N.E.A., oppose military training in high schools on the grounds that military and educational results are too inconsequential to justify inclusion in the curriculum.

Elementary-school enrolments constantly dropping because of a falling birth rate indicate almost 2,000,000 fewer children in elementary schools in 1940 than in 1930, when the peak was 21,278,593. High-school enrolments rose throughout the decade, but cannot long escape the downward trend. Figures are from a release of Teachers College, Columbia University.

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